



Physical Education

Grades K-6

Developed By: Dara Moscaritola

Effective Date: September 2022

Introduction

Physical Education is an integral part of the total education of every child from kindergarten through grade 12. Physical Education instruction provides a positive impact that can help students achieve in all curricular areas. Through this curriculum, students will build character, communication, decision-making, motor, and fitness skills that can be transferred to all other subject areas.

The physical education curriculum, written to the New Jersey Student Learning Standards, addresses various components of physical education instruction that build from year to year. Each curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

Physical Education

Grade: Kindergarten

Kindergarten: Unit 1 Locomotor Skills
Summary and Rationale
Locomotor skills form the foundation of gross motor coordination and involve large muscle movement. They are a group of movements in which the feet move the body from one place to another. Kindergarten students will perform locomotor skills including, hopping, galloping, running, sliding, and skipping while maintaining balance.
Recommended Pacing
8 sessions

Standards	
Physical Wellness: Movement Skills and Concepts	
2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.
Physical Fitness	
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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
Interdisciplinary Connections	
Standard 9.4	
9.4.2.CI.1: • 9.4.2.CI.2:	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
Efficient movement improves performance.	

Physical movement can be creative, enjoyable and individually rewarding. To achieve a healthy lifestyle, you must value physical activity.

Repetition of proper technique leads to improvement.

Essential Question

What is movement?

How can I move effectively and efficiently?

How can movement skills and concepts help you become a better mover?

Can students move their body in a variety of ways in open space with control? What can I do to be physically active and why is this important?

Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?

Evidence of Learning (Assessments)

Teacher

Observation.

Participation

Rubrics - COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself
- Skill tests

Objectives

Students will know or learn:

- Variety of locomotive skills
- Understand and use the concepts of pathway levels and directions with locomotor skills.
- Understand the effects of activity on the body and the risks associated with inactivity
- Identify body parts and demonstrate safe movement to personal and general space

Students will be able to:

- Demonstrate fundamental motor skills while maintaining balance
- Perform movement skills with developmentally appropriate control in isolated and applied settings
- Perform jumping/landing actions with balance
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration
Writing Integration
Picture Prompts
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> ● Working Cooperatively ● Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> ● Expression of oneself
Suggested Resources
<p>Activities:</p> <ul style="list-style-type: none"> ● Soap Bubbles <p>Using a specified locomotor movement identified by the teacher, students will move in general space with control. Each student will pretend that they are a “bubble”, traveling in their own personal space. Students who “pop” someone’s bubble (tagging another student) will go to the designated re-entry zone to perform a re-entry task and then return to the game.</p> <ul style="list-style-type: none"> ● Pathways ● Move and Stop – students perform a movement and stop on various cues ● Sharks and minnows ● Follow the leader ● Locomotor cue cards
Career Readiness, Life Literacies, and Key Skills NJSL
<p>Please select all standards that apply to this unit of study:</p> <ul style="list-style-type: none"> Act as a responsible and contributing community members and employee Attend to financial well-being Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity increase collaboration and communicate effectively Work productively in teams while using cultural/global competence <p>Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/</p>
<p>Kindergarten: Unit 2</p> <p>Movement Concepts</p>

Summary and Rationale

This unit builds on the previous unit of movement skills. Movement concepts are how we change or vary movement skills. Movement concepts develop three categories of awareness:

1. Effort awareness – the muscular effort to produce, sustain, stop and regulate a movement
2. Space awareness – an understanding of personal space and general space and to move safely within space
3. Body awareness – deals with the relationship created between the mover and other movers, and between mover and objects

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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

Lifelong Fitness

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

Interdisciplinary Connections

Standard x.x

9.4.2.CI.1:	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2:	

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

You must know what your body is doing

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.

To achieve a healthy lifestyle, you must value physical activity.

Essential Question

How can I move effectively and efficiently?

How can movement skills and concepts help you become a better mover?

Can students move their body in a variety of ways in open space with control?

What can I do to be physically active and why is this important?

Why is it important to be physically fit and how can I stay fit?

How will physical activity help me now and in the future?

Evidence of Learning (Assessments)

Teacher

Observation.

Participation

Rubrics - COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself
- Skill tests

Objectives

Students will know or learn:

- Demonstrate an understanding of body awareness concepts by identifying large and small body parts
- Demonstrate understanding of space concepts by identifying personal and general space
- Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/ large spaces

- Follow safety and age-appropriate classroom and playground rules and procedures

Students will be able to:

- Differentiate between personal space and general space
- Travel in three different pathways (low, middle, high)
- Travel in general space with different speeds
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.

- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

Suggested Resources

- CD player/music
- 1 portable chalk/white board
- long rope
- agility ladder
- scooters

Activities:

- Individual and Class Activities - Over, Under, Through
- Crawling Through Tunnels/hoops
- Scooters
- Hurdles
- Jump the Creek
- Agility Ladder
- Begin basic jumps through hoop

*Safety - Travel in the right direction, wait your turn, follow teacher's directions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

**Kindergarten Unit 3:
Rhythm and Dance**

Summary and Rationale

During this unit the student will explore self-expression through rhythm and be introduced to organized patterns of movement. Participation in rhythm and dance will allow self-expression through rhythmic and creative/expressive movement forms. Students will be encouraged to use but not limited to defined movement forms, levels and pathways. Activities will include various rhythmic movements, group and individual movements and repetitive patterns.

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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

Lifelong Fitness

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

Interdisciplinary Connections

Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical movement can be creative, enjoyable and individually rewarding 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. To achieve a healthy lifestyle, you must value physical activity.</p>	
Essential Question	
<p>How can music and rhythm help you become a better mover? Can students move their body in a variety of ways in open space with control? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of oneself Skill tests 	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • How to apply movements to music • How to express self through movement • The importance of cooperation while working with others • Follow safety and age-appropriate classroom and playground rules and procedures 	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Move to rhythms • Recognize and move to rhythm/beat in music • Demonstrate a variety of movements to music • Display body control while moving to music • Participate in physical activities that develop physical fitness skills. • Participate in a variety of modified games, developmentally appropriate tasks, activities, creative 	

movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
COMMUNICATION

- Expression of oneself

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

Locomotor Movements to Music

1. Jumping
2. Galloping
3. Skipping
4. Hopping
5. "Sneaking" - Tip Toes
6. "Flying"
7. "Swimming"
8. Walking
9. Jogging
10. "Climbing"
11. "Bicycle Pedaling"

*Safety - Work in your own space, move in the same direction

Simple Dances, Patterns

1. Hokey Pokey
2. Monster Mash
3. Alley Cat

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

1. Peppermint Twist

2. YMCA

3. Hamster Dance

4. Tony Chestnut

*Safety – Stay on your spot, look where you are going

Kindergarten Unit 4: Manipulative Skills Throwing and Catching

Summary and Rationale

Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space. Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments. Kindergarten students will begin with throwing and catching.

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.
Physical Fitness	
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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

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.
 To achieve a healthy lifestyle, you must value physical activity.
 Repetition of proper technique leads to improvement.

Essential Questions

- Can students throw and toss under simple conditions?
- What are the key cues to throwing a ball?
- What are the key cues to catching a ball?
- What can I do to be physically active and why is this important?
- Why is it important to be physically fit and how can I stay fit?
- How will physical activity help me now and in the future?

Evidence of Learning (Assessments)

Teacher
 Observation.
 Participation

Rubrics - COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
COMMUNICATION

- Expression of oneself
- Skill tests

Objectives

Students will know or learn:

- Develop competency and confidence in performing manipulative skills
- Learn and improve manipulative skills of throwing a ball underhand while applying three critical elements of this throw: step with opposite foot, swing a throwing arm, and point a target.
- How to catch a ball.
- How to throw a ball.
- Understand the effects of activity on the body and the risks associated with inactivity
- Identify body parts and demonstrate safe movement to personal and general space

Students will be able to:

- Underhand throw with oppositional foot
- Drop a ball and catch it before it bounces twice
- Catch a large ball by a skilled thrower
- Describe how to properly throw and catch a ball.
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
COMMUNICATION

- Expression of oneself

Suggested Resources

- portable chalk/white board
- balloons
- bean bags
- foam balls
- rubber balls – various sizes

• bowling
pins Activities:

- Pinball - The class is divided into two teams. Each team will stand on opposite sides of the court facing one another. The object of the game is to knock down all five of the other teams pins while defending your own team pins. Each student begins with a ball, following teacher signals, students will begin to throw at opponent's pins from their own side of the court. Once one team's pins are knocked down, the game is over. All pins get set up and the game starts again.

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Kindergarten: Unit 5

Manipulative Skills

Striking

Summary and Rationale

Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space. Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

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.
 To achieve a healthy lifestyle, you must value physical activity.
 Repetition of proper technique leads to improvement.

Essential Questions

Can students strike an object in a control manner using hand, paddle, foot or other implements?
 What can I do to be physically active and why is this important?
 Why is it important to be physically fit and how can I stay fit?
 How will physical activity help me now and in the future?

Evidence of Learning (Assessments)

Teacher Observation – COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)
 Participation
 Rubrics - COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
 COMMUNICATION

- Expression of oneself

Skill tests

Objectives

Students will know or learn:

- Develop competency and confidence in performing manipulative skills
- Steps to striking with hands
- Steps to striking with feet
- Striking with implements
- Understand the effects of activity on the body and the risks associated with inactivity

- Identify body parts and demonstrate safe movement to personal and general space

Students will be able to:

- Dribble a ball with one hand, attempting the second contact
- Tap a ball using the inside of the foot, sending it forward
- Kick a stationary ball from a stationary position
- Volley a lightweight object, sending it upward
- Strike a lightweight object with an implement
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- portable chalk/white board
- balloons
- bean bags
- foam balls
- rubber balls – various sizes
- paddles
- bats

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Activities

:

Kicking

1. Stationary Balls

2. Moving Balls

3. Kicking into a Goal

Kindergarten: Unit 6
Jumping Rope/Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students will begin to develop higher levels of basic fitness and physical competence needed for active leisure participation. Health-related fitness components will be introduced. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. In addition, this unit will introduce the activity of rope jumping which helps improve muscular coordination, balance, and rhythm.

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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

Lifelong Fitness

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

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Fitness is process, not a product 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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>What is the difference between hopping and jumping? What are the key elements of jumping a rope? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of oneself <p>Skill tests</p>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Difference between hopping and jumping • Hold a jump rope 	

- Effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Jump and land with a single bounce
- Jump over a stationary or moving rope
- Swing a long rope
- Recognize that when you move fast, your heart beats faster and you breathe faster
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

Suggested Resources

- portable chalk/white board
- jump ropes
- poly spots
- Drum

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Kindergarten: Unit 7

Low Organized Games / Cooperative Games

Summary and Rationale

The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Recommended Pacing

12 sessions

Standards

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.

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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

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

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Behaving well is as important as playing well.
 Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.
 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.
 To achieve a healthy lifestyle, you must value physical activity.
 Repetition of proper technique leads to improvement.

Essential Questions

How do I interact with others during physical activity?
 What can I do to be physically active and why is this important?
 Why is it important to be physically fit and how can I stay fit?
 How will physical activity help me now and in the future?

Evidence of Learning (Assessments)

Teacher
 Observation.
 Participation
 Rubrics - COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
 COMMUNICATION

- Expression of oneself

Skill tests

Objectives

Students will know or learn:

- Rules and safety procedures

- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Follow directions in group settings (follow rules, safe behaviors, taking turns)
- Follow teacher directions for safe participation and proper use of equipment with minimal reminders
- Acknowledge appropriate behavior during class activities
- Share equipment and space with others
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters

Hundredth Monkey

Project Adventure Curriculum

Competency Framework

Activities:

Tag Games, Cooperative Games, Parachute, Relays

1. Hill Dill
2. Midnight
3. Freeze Tag
4. Pound Puppies
5. Moon Monster
6. The Blob

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

1. Frogger

2. Marching Ponies

3. Animal Tag

4. Clean Up Your Backyard

5. Parachute – Ollie the Octopus

6. Pin Ball

7. Popper Tag

Physical Education

Grade 1

Grade 1: Unit 1 Locomotor Skills	
Summary and Rationale	
<p>Locomotor skills form the foundation of gross motor coordination and involve large muscle movement. They are a group of movements in which the feet move the body from one place to another. During this unit first grade students will review locomotor skills including walking, hopping, leaping, sliding, skipping and galloping while maintaining balance and using a mature pattern. Jogging and jumping will be introduced. Building the foundational ability to transfer learning into a variety of fitness and cooperative based activities/games takes place during this time in a child's movement development.</p>	
Recommended Pacing	
8 sessions	
Standards	
Physical Wellness: Movement Skills and Concepts	
2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.
Physical Fitness	
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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	

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

Interdisciplinary Connections

Standard x.x

--

--

Integration of Technology

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
-------	-------------------------------------

--	--

Instructional Focus

--

Enduring Understandings

Efficient movement improves performance.
 Physical movement can be creative, enjoyable and individually rewarding.
 To achieve a healthy lifestyle, you must value physical activity.
 Repetition of proper technique leads to improvement.

Essential Question

Why is it important to learn different motor skills?
 What are the important skills you use to play a game?
 What different ways can the body move given a specific purpose?
 How can movement skills and concepts help you become a better mover?

Evidence of Learning (Assessments)

Teacher
 Observation.
 Participation
 Rubrics - COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
 COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determinatio

n Skill tests

Objectives

Students will know or learn:

- Variety of locomotive skills
- Understand and use the concepts of pathway levels and directions with locomotor skills.
- Understand the effects of activity on the body and the risks associated with inactivity

- Identify body parts and demonstrate safe movement to personal and general

space Students will be able to:

- Demonstrate fundamental motor skills while maintaining balance
- Perform movement skills with developmentally appropriate control in isolated and applied settings
- Perform jumping/landing actions with balance
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.
- Travel in different directions, and freeze at different levels.
- Develop the ability to construct locomotor sequences.
- Explore concepts used in chasing, fleeing, and dodging activities.
- Understand the cues needed to jump and land using basic patterns, obstacles, and turned ropes, as well as, jumping for distance and height.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

Activities:

- Tag Games
- Relay
- Animal Shapes

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 1: Unit 2
Movement Concepts

Summary and Rationale

First grade students will continue their movement concepts exploration. Movement concepts are how we change or vary movement skills. Movement concepts develop three categories of awareness:

- Effort awareness – the muscular effort to produce, sustain, stop and regulate a movement
- Space awareness – an understanding of personal space and general space and to move safely within space
- Body awareness – deals with the relationship created between the mover and other movers, and between mover and objects

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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

Lifelong Fitness

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

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>You must know what your body is doing 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. To achieve a healthy lifestyle, you must value physical activity.</p>	
Essential Question	
<p>How can I move effectively and efficiently? How can movement skills and concepts help you become a better mover? Can students move their body in a variety of ways in open space with control? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of oneself <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determinatio <p>n Skill tests</p>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Body awareness concepts by identifying large and small body parts • Space concepts by identifying personal and general space 	

- Which movements, activities and noises are appropriate for indoors/small spaces, and which are for outdoors/ large spaces
- Follow safety and age-appropriate classroom and playground rules and procedures

Students will be able to:

- Differentiate between personal space and general space
- Travel in three different pathways (low, middle, high)
- Travel in general space with different speeds
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board
- long rope
- agility ladder
- scooters

Competency

Framework Activities:

- Individual and Class Activities - Over, Under, Through
- Limbo
- Crawling Through Tunnels
- Scooters
- Hurdles
- Jump the Creek
- Agility Ladder

*Safety - Travel in the right direction, wait your turn, follow teacher's directions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 1: Unit 3

Rhythm and Dance

Summary and Rationale

First grade students will continue to explore self-expression through rhythm and organized patterns of movement. Participation in rhythm and dance will allow self-expression through rhythmic and creative/expressive movement forms. Students will be encouraged to use but not limited to defined movement forms, levels and pathways. Activities will include various rhythmic movements, group and individual movements and repetitive patterns.

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Physical movement can be creative, enjoyable and individually rewarding
 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.
 To achieve a healthy lifestyle, you must value physical activity.

Essential Question

How can music and rhythm help you become a better mover?
 Can students move their body in a variety of ways in open space with control?
 What can I do to be physically active and why is this important?
 Why is it important to be physically fit and how can I stay fit?
 How will physical activity help me now and in the future?

Evidence of Learning (Assessments)

Teacher Observation.
 Participation
 Rubrics –
COMPETENCY I: COLLABORATION
 • Working Cooperatively
 • Building Relationships
COMPETENCY II: COMMUNICATION
 • Expression of oneself
COMPETENCY V: SELF AWARENESS and DIRECTION
 • Personal Management
 • Social Responsibility

- Determination Skill tests

Objectives

Students will know or learn:

- How to apply movements to music
- How to express self through movement
- The importance of cooperation while working with others
- Follow safety and age-appropriate classroom and playground rules and procedures

Students will be able to:

- Move to rhythms
- Recognize and move to rhythm/beat in music
- Demonstrate a variety of movements to music
- Display body control while moving to music
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/whiteboard

Competency Framework

Activities:

Locomotor Movements to Music

1. Jumping
2. Galloping
3. Skipping
4. Hopping
5. "Sneaking" - Tip Toes

6. "Flying" - airplane
7. "Swimming"
8. Walking
9. Jogging

1. "Climbing"
 2. "Bicycle Pedaling"
 3. Imagination actions pretend you are a _____
*Safety - Work in your own space, move in the same direction
- Simple Dances, Patterns
1. Hokey Pokey
 2. Monster Mash
 3. Alley Cat
 4. Twist
 5. YMCA
 6. FLoss
- *Safety – Stay on your spot, look where you are
gong

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

**Grade 1: Unit 4
Manipulative Skills
Throwing and Catching**

Summary and Rationale

First grade students will continue to develop manipulative skills building on the previous year. Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space. Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. This unit will focus on the manipulative skills of throwing and catching. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

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.
 To achieve a healthy lifestyle, you must value physical activity.
 Repetition of proper technique leads to improvement.

Essential Questions

Can students throw and toss under simple conditions?
 What are the key cues to throwing and catching a ball?
 What can I do to be physically active and why is this important?
 Why is it important to be physically fit and how can I stay fit?
 How will physical activity help me now and in the future?

Evidence of Learning (Assessments)

Teacher
 Observation.
 Participation
 Rubrics - COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
 COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION
• Determinatio
n Skill tests
Objectives

Students will know or learn:

- Develop competency and confidence in performing manipulative skills
- Learn and improve manipulative skills of throwing a ball underhand while applying three critical elements of this throw: step with opposite foot, swing a throwing arm, and point at a target.
- How to throw and catch a ball.
- Understand the effects of activity on the body and the risks associated with inactivity
- Identify body parts and demonstrate safe movement to personal and general space

Students will be able to:

- Underhand throw with oppositional foot
- Drop a ball and catch it before it bounces twice
- Catch a large ball by a skilled thrower
- Describe how to properly throw and catch a ball.
- Describe how to properly kick a ball.
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- portable chalk/white board
- balloons
- bean bags
- foam balls

- rubber balls – various sizes

- bowling

pins Activities:

- Pinball - The class is divided into two teams. Each team will stand on opposite sides of the court facing one another. The object of the game is to knock down all five of the other teams pins while defending your own team pins. Each student begins with a ball, following teacher signals, students will begin to throw at opponent's pins from their own side of the court. Once one team's pins are knocked down, the game is

over. All pins get set up and the game starts again.

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 1: Unit 5
Manipulative Skills
Striking

Summary and Rationale

During this unit first grade students will be introduced to the manipulative skill of striking. Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space.

Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings
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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.

Essential Questions
Can students strike an object in a control manner using hand, paddle, foot or other implements? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?

Evidence of Learning (Assessments)
Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION <ul style="list-style-type: none"> Working Cooperatively Building Relationships COMPETENCY II: COMMUNICATION <ul style="list-style-type: none"> Expression of oneself COMPETENCY V: SELF AWARENESS and DIRECTION <ul style="list-style-type: none"> Determinatio n Skill tests

Objectives

Students will know or learn:

- Develop competency and confidence in performing manipulative skills
- Steps to striking with hands
- Steps to striking with feet
- Striking with implements
- Understand the effects of activity on the body and the risks associated with inactivity
- Identify body parts and demonstrate safe movement to personal and general

space Students will be able to:

- Dribble a ball with one hand, attempting the second contact
- Tap a ball using the inside of the foot, sending it forward
- Kick a stationary ball from a stationary position
- Volley a lightweight object, sending it upward
- Strike a lightweight object with an implement
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- portable chalk/white board
- balloons
- bean bags
- foam balls
- rubber balls – various sizes
- paddles
- bat

s Activities:

Kicking

1. Stationary Balls

2. Moving Balls

3. Kicking into a Goal

Jumping Rope/Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. First grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Health-related fitness components will be introduced. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. In addition, this unit will introduce the activity of rope jumping which helps improve muscular coordination, balance, and rhythm.

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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

Lifelong Fitness

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

Interdisciplinary Connections

Standard x.x

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Positive decision making about fitness contributes to a healthy lifestyle. 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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>What is the difference between hopping and jumping? What are the key elements of jumping a rope? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of oneself <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determination <p>n Skill tests</p>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Difference between hopping and jumping • Hold a jump rope 	

- Effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Jump and land with a single bounce
- Jump over a stationary or moving rope
- Swing a long rope
- Recognize that when you move fast, your heart beats faster and you breathe faster
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- portable chalk/white board
- jump ropes
- Hula hoops
- poly spots

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 1: Unit 7

Low Organized Games / Cooperative Games

Summary and Rationale

This unit continues for first grade students building upon previous participation. The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Recommended Pacing

12 sessions

Standards

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.

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

<p>Enduring Understandings</p> <p>Behaving well is as important as playing well. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people. 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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>

<p>Essential Questions</p> <p>How do I interact with others during physical activity? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?</p>
--

<p>Evidence of Learning (Assessments)</p> <p>Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> ● Working Cooperatively ● Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> ● Expression of oneself <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> ● Personal Management ● Social Responsibility
--

<ul style="list-style-type: none"> ● Determinatio <p>n Skill tests</p>

Objectives

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Follow directions in group settings (follow rules, safe behaviors, taking turns)
- Follow teacher directions for safe participation and proper use of equipment with minimal reminders
- Acknowledge appropriate behavior during class activities
- Share equipment and space with others
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II: COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters

Hundredth Monkey
Project Adventure Curriculum
Competency Framework

Activities:

Tag Games, Cooperative Games, Parachute, Relays

1. Hill Dill
2. Midnight
3. Freeze Tag
4. Pound Puppies
5. Moon Monster
6. The Blob
7. Frogger
8. Marching Ponies
9. Animal Tag
10. Clean Up Your Backyard
11. Parachute – Ollie the Octopus
12. Pin Ball
13. Popper Tag

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade 2

Grade 2: Unit 1

Locomotor Skills

Summary and Rationale

Locomotor skills form the foundation of gross motor coordination and involve large muscle movement. They are a group of movements in which the feet move the body from one place to another. During this unit second grade students will concentrate on running and skipping using a mature pattern. Differentiation between jogging and sprinting will be identified. Building the foundational ability to transfer learning into a variety of fitness and cooperative based activities/games takes place during this time in a child's movement development.

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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

Lifelong Fitness

2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to
------------	---

	increase positive behaviors.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical activity involves using movement and motor skills throughout a lifetime. Efficient movement improves performance. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>	
Essential Question	
<p>What are the differences between the locomotor movements? How do these locomotor skills transfer to other activities and sports? What different ways can the body move given a specific purpose? How can movement skills and concepts help you become a better mover?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Rubrics – COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of oneself 	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Apply different pathways, tempo, and directionality to locomotive and non-locomotor skills. • Incorporate locomotor and non-locomotor movements into low organized games and activities. • Understand the effects of activity on the body and the risks associated with inactivity. 	

- Identify body parts and demonstrate safe movement to personal and general space.

Students will be able to:

- Demonstrate locomotor and non-locomotor skills using different pathways, directionality, levels and tempo.
- Apply locomotor and non-locomotor movements to low organized games and activities
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

Materials:

- Poly spots
- Hoops
- Ropes
- Movement cubes
- “Soft “ balls
- Bean bags
- Scarves

Activities:

- Relay
- Animal Shapes
- Creative Movement in General Space
- Locomotor Skills, Levels
- In the Middle
- Snakes and Lizards
- Everybody’s It Tag
- Junk Food Tag
- Gathering Coconuts

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 2: Unit 2	
Movement Concepts	
Summary and Rationale	
<p>Movement concepts are how we change or vary movement skills. Movement concepts develop three categories of awareness:</p> <ul style="list-style-type: none"> ● Effort awareness – the muscular effort to produce, sustain, stop and regulate a movement ● Space awareness – an understanding of personal space and general space and to move safely within space ● Body awareness – deals with the relationship created between the mover and other movers, and between mover and objects <p>Second grade students will be introduced to activities that will combine shapes, levels and pathways into simple travel that vary speed, direction and force.</p>	
Recommended Pacing	
8 sessions	
Standards	
Physical Wellness: Movement Skills and Concepts	
2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.
Physical Fitness	
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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Different skill can be combined to create new movements. Skills have important components that are necessary for success 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. To achieve a healthy lifestyle, you must value physical activity.</p>	
Essential Question	
<p>What skills make up a complex movement? How can movement skills and concepts help you become a better mover? Can students move their body in a variety of ways in open space with control? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation</p>	

Skill tests

Peer Assessment

Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)

Determination

Rubrics –

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II: COMMUNICATION

- Expression of oneself

Objectives

Students will know or learn:

- Body awareness concepts by identifying large and small body parts
- Space concepts by identifying personal and general space
- Safety and age-appropriate classroom and playground rules and procedures

Students will be able to:

- Demonstrate the ability to combine skills to achieve a higher level or more complex movement pattern
- Travel in general space with different speeds
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, and activities.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board
- long rope
- agility ladder
- scooters

Competency
Framework

Activities:

- Limbo
- Crawling Through Tunnels
- Hurdles
- Jump the Creek
- Agility Ladder

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 2: Unit 3

Rhythm and Dance

Summary and Rationale

The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for second grade students.

Recommended Pacing

6 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1 Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.
Physical Fitness	
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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical movement can be creative, enjoyable and individually rewarding 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. To achieve a healthy lifestyle, you must value physical activity.</p>	
Essential Question	
<p>What are the connections between Dance and Health? What is rhythm? How does rhythmic movement benefit the body?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation</p>	

Skill tests

Peer Assessment

Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)

Rubrics –

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

Objectives

Students will know or learn:

- How to apply movements to music
- How to express self through movement
- The importance of cooperation while working with others

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps.
- Identify connections between dance and healthy living.
- Design expressive movement sequences with and without a defined rhythm.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white

board Competency Framework

Activities:

Simple Dances, Patterns
Bunny Hop
Mexican Hat

Dance Hokey
Pokey Conga
Hokey Pokey Ball Routine
Seven Jumps
Muffin Man
Shoemaker's Dance
Tarantella
Mayonesa
Alley Cat
Hully Gully
Cha Cha Slide
Create a
Dance

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

**Grade 2: Unit 4
Manipulative Skills
Throwing and Catching**

Summary and Rationale

Second grade students will continue to develop manipulative skills building on the previous year. Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space. Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. This unit will focus on helping students develop a mature pattern of throwing overhand. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

8 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings	
<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. 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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>What is the concept used when throwing? What are the key elements you should remember when catching? What is the difference between rolling the ball and the underhand throw? What is similar between rolling the ball and the underhand throw?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Determination Rubrics – COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively 	

<ul style="list-style-type: none"> • Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of oneself
Objectives

Students will know or learn:

- Learn and improve manipulative skills of throwing a ball underhand and overhand while applying three critical elements of this throw: step with opposite foot, swing a throwing arm, and point a target.
- How to throw and catch a ball.

Students will be able to:

- Demonstrate how to throw overhand with various manipulatives using proper form.
- Demonstrate how to throw underhand with various manipulatives using proper form.
- Show how to catch various types of manipulative.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- portable chalk/white board
- balloons
- bean bags
- foam balls
- rubber balls – various sizes
- bowling

pins Activities:

- Self- toss and Catch
- Partner Throw and Catch
- Overhand/Underhand

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

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

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 2: Unit 5
Manipulative Skills
Kicking and
Trapping

Summary and Rationale

During this unit second grade students will continue to develop the manipulative skills of kicking, dribbling and trapping. Foot-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

6 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness

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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.

Essential Questions

What steps are used when passing with your feet?
 What are the trapping techniques using your feet?
 Why is it important to keep the ball close to you when dribbling?

Evidence of Learning (Assessments)

Teacher Observation
 Participation
 Skill tests
 Peer Assessment
 Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)
 Determination
 Rubrics –
 COMPETENCY I: COLLABORATION
 • Working Cooperatively
 • Building Relationships
 COMPETENCY II:
 COMMUNICATION
 • Expression of oneself

Objectives

Students will know or learn:

- Develop competency and confidence in performing manipulative skills
- Steps to striking with feet

Students will be able to:

- Demonstrate the proper techniques of kicking.

- Apply skill knowledge when performing games and activities.
- Perform proper techniques when passing and trapping.
- Adjust performance of skill as a result of monitoring or assessing previous performance.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- bean bags
- foam balls
- rubber balls – various sizes

Activities:

Dribbling Soccer Style”

Indy 500

Control Dribble

Around Obstacles

Sharks and Minnows

What’s My Line

Dribbling Dinos

Pass and Trap

Partner Step Back

Shadow Dribble Threesomes

Tunnel Dribble

Close The Tunnels

Shot on Goal

Passing on the

Move Soccer Golf

Hoop Course

Wall Pass
3 Player Kick and Score
Keep Away

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 2

Unit 6: Manipulative Skills Dribbling, Volleying, Striking

Summary and Rationale

During this unit second grade students will continue to develop the manipulative skills of dribbling, volleying and striking. Hand-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

6 sessions

Standards

Physical Wellness: Movement Skills and Concepts

2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.
Physical Fitness	
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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding. Repetition of proper technique leads to improvement.	
Essential Questions	
What are the steps and techniques used when dribbling, volleying, and striking?	
Evidence of Learning (Assessments)	

Teacher Observation
 Participation
 Skill tests
 Peer Assessment
 Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)
 Determination
 Rubrics –
 COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
 COMMUNICATION

- Expression of oneself

Objectives

- Students will know or learn:
- Develop competency and confidence in performing manipulative skills
 - Steps to dribbling
 - Steps to volleying
 - Striking technique

- Students will be able to:
- Demonstrate the proper dribbling, volleying, and striking techniques.
 - Apply skill knowledge when performing games and activities.

Integration

Technology Integration

Writing Integration

Competencies

- COMPETENCY I: COLLABORATION
- Working Cooperatively
 - Building Relationships
- COMPETENCY II:
 COMMUNICATION
- COMPETENCY V: SELF AWARENESS and DIRECTION
- Determination

Suggested Resources

- Playground balls
- Fluff balls
- Hoops
- Cones
- Foam balls
- Balloons
- Spot markers

- Bonker ball
- Lollipop paddles
- Batting tees -
- Beach

balls Activities:

- Dribbling, Volleying, Striking
- Ball Handling Challenges
- Bounce and Catch
- Wall Bounce
- Dribbling Introduction
- Count on Me
- Dash and Dribble
- Squirrels and Acorns
- Dribble Keep Away
- Volleying Challenges/Striking
- Volleying on the Move
- Double Trouble
- Keep It Up

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Nutley Public Schools

Physical Education

Grade: 2

Unit 7: Jumping Rope/Fitness	
Summary and Rationale	
<p>The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Second grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Health-related fitness components will be introduced. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. Second grade students will continue with rope jumping which helps improve muscular coordination, balance, and rhythm.</p>	
Recommended Pacing	
6 sessions	
Standards	
Physical Wellness: Movement Skills and Concepts	
2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.
Physical Fitness	

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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Positive decision making about fitness contributes to a healthy lifestyle.
 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.
 To achieve a healthy lifestyle, you must value physical activity.
 Repetition of proper technique leads to improvement.

Essential Questions

Why is physical activity important?
 What are the components of fitness?
 What are two exercises that can improve each component of fitness?
 What can I do to be physically active and why is this important?
 Why is it important to be physically fit and how can I stay fit?
 How will physical activity help me now and in the future?

Evidence of Learning (Assessments)

Teacher Observation
 Participation
 Skill tests
 Peer Assessment
 Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)
 Determination
 Rubrics –
 COMPETENCY I: COLLABORATION

- Working Cooperatively
 - Building Relationships
- COMPETENCY II:
COMMUNICATION
- Expression of oneself

Objectives

Students will know or learn:

- Components of fitness
- What contributes to cardiovascular fitness
- Effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Participate in activities to increase muscular strength and endurance.
- Define cardiovascular endurance.
- Participate in activities to increase aerobic exercise.
- Demonstrate basic jump rope skills.
Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

Suggested Resources

- portable chalk/white board
- jump ropes
- poly spots
- Drum

Activities:

Aerobic Games:

- Builders and Bulldozers
- Aerobic Bowling
- Aerobic Golf
- Hearty Hoopla

Chasing and

Fleeing:

- Basic Tag
- Safe Tag
- Re-Entry Tag

- Tunnel Tag
 - Side by Side Tag
 - Hospital
- Tag Fitness
Circuits:
- Aerobic Capacity Circuit
 - Muscular Strength
 - Flexibility Circuit
 - Mixed Fitness Circuit

Group Fitness:

- Fitness in the Middle
- Aerobic Dance
- Walk Jog
- Snake
- Pass the Hat
- Figure 8 Walk

Jog Jump Rope

- Intro to Jump Rope
- Jump the Circuit
- Long Rope Turning in Paris
- Long Rope Jumping I
- Long Rope Jumping II
- Jump Rope Chants

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Nutley Public Schools

Physical Education

Grade: 2

Unit: 8	
Low Organized Games / Cooperative Games	
Summary and Rationale	
<p>This unit continues for second grade students building upon previous participation. The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.</p>	
Recommended Pacing	
12 sessions	
Standards	
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.
Physical Wellness: Movement Skills and Concepts	
2.2.2.MSC.1	Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, 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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.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.

Physical Fitness	
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.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

--	--

Interdisciplinary Connections	
-------------------------------	--

Standard x.x	
--------------	--

--	--

--	--

--	--

Integration of Technology	
---------------------------	--

Standard x.x	
--------------	--

CPI #	Cumulative Progress Indicator (CPI)
-------	-------------------------------------

--	--

Instructional Focus	
---------------------	--

--	--

Enduring Understandings	
-------------------------	--

Behaving well is as important as playing well.
 Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.
 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.
 To achieve a healthy lifestyle, you must value physical activity.
 Repetition of proper technique leads to improvement.

Essential Questions	
---------------------	--

Why is cooperation important?
 Why is it important to be in control of your body and understand spatial awareness?
 How can Fun games contribute to the development of cardiovascular endurance and muscular strength and endurance?

Evidence of Learning (Assessments)	
------------------------------------	--

Teacher Observation
 Participation
 Skill tests
 Peer Assessment
 Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)
 Determination
 Rubrics –
 COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationship

COMPETENCY II: COMMUNICATION

- Expression of oneself

Objectives

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Apply concepts of body and spatial awareness in general space.
- Demonstrate cooperation and teamwork while participating in games and cooperative activities.
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters

Hundredth Monkey

Project Adventure Curriculum

Competency Framework

Activities:

Tag Games, Cooperative Games, Relays

1. Hill Dill

1. Midnight
2. Freeze Tag
3. Pound Puppies
4. Moon Monster
5. The Blob
6. Frogger
7. Marching Ponies
8. Animal Tag
9. Clean Up Your Backyard
10. Pin Ball
11. Popper Tag

Parachute Games

- Chute Shapes
- Surfing the Wave
- Move and Groove
- Routine
- Show Time
- Catch the Orb
- Oxygen Boogie
- Frog Crossing
- Pond Pathways

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade 3

Unit 1: Locomotor Skills	
Summary and Rationale	
<p>Locomotor skills form the foundation of gross motor coordination and involve large muscle movement. They are a group of movements in which the feet move the body from one place to another. During this unit third grade students will concentrate on performing a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation. . Building the foundational ability to transfer learning into a variety of fitness and cooperative based activities/games takes place during this time in a child’s movement development.</p>	
Recommended Pacing	
8 sessions	
Standards	
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	

2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings
Physical activity involves using movement and motor skills throughout a lifetime. Efficient movement improves performance. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.

Essential Question
How does using proper form improve my skill level? How does using proper form increase my enjoyment of the activity? What are the key elements of a given skill?

Evidence of Learning (Assessments)
Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Rubrics – COMPETENCY I: COLLABORATION <ul style="list-style-type: none"> Working Cooperatively Building Relationships COMPETENCY II: COMMUNICATION <ul style="list-style-type: none"> Expression of oneself

Objectives
Students will know or learn: <ul style="list-style-type: none"> Apply different pathways, tempo, and directionality to locomotive and non-locomotor skills.

- Incorporate locomotor and non-locomotor movements into low organized games and activities.
- Understand the effects of activity on the body and the risks associated with inactivity.
- Identify body parts and demonstrate safe movement to personal and general space.

Students will be able to:

- Demonstrate locomotor and non-locomotor skills using different pathways, directionality, levels and tempo.
- Apply locomotor and non-locomotor movements to low organized games and activities
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

Materials:

- Poly spots
- Hoops
- Ropes
- Movement cubes
- “Soft “ balls
- Bean bags
- Scarves

Activities:

- Relay
- Locomotor Skills, Levels
- In the Middle
- Snakes and Lizards
- Everybody’s It Tag
- Junk Food Tag
- Gathering Coconuts
- Switcheroo

- Here Come the Fox
- Snow Shoeing
- Musical Hoop Challenge
- Math Magic

Physical Education

Grade: 3

Unit 2: Movement Concepts	
Summary and Rationale	
<p>Movement concepts are how we change or vary movement skills. Movement concepts develop three categories of awareness:</p> <ul style="list-style-type: none"> ● Effort awareness – the muscular effort to produce, sustain, stop and regulate a movement ● Space awareness – an understanding of personal space and general space and to move safely within space ● Body awareness – deals with the relationship created between the mover and other movers, and between mover and objects <p>Third grade students will be introduced to activities that will combine movement concepts (direction, levels, force, and time) and skills specific to a wide variety of physical activities.</p>	
Recommended Pacing	
6 sessions	
Standards	
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Different skill can be combined to create new movements.
 Skills have important components that are necessary for success
 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.
 To achieve a healthy lifestyle, you must value physical activity.

Essential Question

What skills make up a complex movement?
 How can movement skills and concepts help you become a better mover?
 Can students move their body in a variety of ways in open space with control?
 What can I do to be physically active and why is this important?
 Why is it important to be physically fit and how can I stay fit?
 How will physical activity help me now and in the future?

Evidence of Learning (Assessments)

Teacher Observation
 Participation
 Skill tests
 Peer Assessment
 Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)
 Rubrics –
 COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
 COMMUNICATION

- Expression of oneself

Objectives

Students will know or learn:

- Body awareness concepts by identifying large and small body parts
- Space concepts by identifying personal and general space
- Safety and age-appropriate classroom and playground rules and procedures

Students will be able to:

- Demonstrate the ability to combine skills to achieve a higher level or more complex movement pattern
- Travel in general space with different speeds
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, and activities.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

<ul style="list-style-type: none"> ● Determination
Suggested Resources
<ul style="list-style-type: none"> ● CD player/music ● 1 portable chalk/white board ● long rope ● agility ladder ● scooters <p>Activities:</p> <ul style="list-style-type: none"> ● Limbo ● Crawling Through Tunnels ● Hurdles ● Jump the Creek ● Agility Ladder

Physical Education

Grade: 3

Unit 3:	
Rhythm and Dance	
Summary and Rationale	
<p>The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for third grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts.</p>	
Recommended Pacing	
6 sessions	
Standards	
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an

	observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical movement can be creative, enjoyable and individually rewarding 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. To achieve a healthy lifestyle, you must value physical activity.</p>	
Essential Question	
<p>What are the connections between Dance and Health? What is rhythm? How does rhythmic movement benefit the body?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Rubrics – COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION • Expression of oneself</p>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • How to apply movements to music • How to express self through movement • The importance of cooperation while working with others <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate awareness of movement in relation to body, space, and time. 	
<ul style="list-style-type: none"> • Perform dance sequences to music. 	

- Produce multiple dance steps.
- Identify connections between dance and healthy living.
- Design expressive movement sequences with and without a defined rhythm.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II: COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

Simple Dances, Patterns
 Bunny Hop
 Mexican Hat
 Dance Hokey
 Pokey Conga
 Hokey Pokey Ball Routine
 Seven Jumps
 Muffin Man
 Shoemaker's Dance
 Tarantella
 Mayonesa
 Alley Cat
 Hully Gully
 Cha Cha Slide
 Create a
 Dance

Physical Education

Grade: 3

**Unit 4:
Manipulative
Skills
Throwing and Catching**

Summary and Rationale

Third grade students will continue to develop manipulative skills building on the previous year. Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space.

Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. Students during this unit will demonstrate the critical elements of a mature pattern to throwing and catching.

Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

8 sessions

Standards

Movement Skills and Concepts

2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Physical Fitness

2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility,

	balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. 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.
To achieve a healthy lifestyle, you must value physical activity.
Repetition of proper technique leads to improvement.

Essential Questions

What is the concept used when throwing?
What are the key elements you should remember when catching?
What is the difference between rolling the ball and the underhand throw?
What is similar between rolling the ball and the underhand throw?

Evidence of Learning (Assessments)

Teacher Observation
Participation
Skill tests
Peer Assessment
Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)

- Rubrics –
- COMPETENCY I: COLLABORATION
- Working Cooperatively
 - Building Relationships
- COMPETENCY II:
COMMUNICATION
- Expression of oneself

Objectives

Students will know or learn:

- Learn and improve manipulative skills of throwing a ball underhand and overhand while applying three critical elements of this throw: step with opposite foot, swing a throwing arm, and point a target.
- How to throw and catch a ball.

Students will be able to:

- Demonstrate how to throw overhand with various manipulatives using proper form.
- Demonstrate how to throw underhand with various manipulatives using proper form.
- Show how to catch various types of manipulative.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

Suggested Resources

- portable chalk/white board
 - balloons
 - bean bags
 - foam balls
 - rubber balls – various sizes
 - bowling
- pins Activities:
- Self- toss and Catch
 - Partner Throw and Catch
 - Overhand/Underhand

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management
 Plan education and career paths aligned to personal goals
 Use technology to enhance productivity increase collaboration and communicate effectively
 Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 3

Unit 5: Manipulative Skills Kicking and Trapping

Summary and Rationale

During this unit third grade students will continue to develop the manipulative skills of kicking, dribbling and trapping. Maintaining body and ball control in general space will be a focus of this unit. Foot-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

6 sessions

Standards

Movement Skills and Concepts

2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an

	observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.	
Essential Questions	
What steps are used when passing with your feet? What are the trapping techniques using your feet? Why is it important to keep the ball close to you when dribbling?	
Evidence of Learning (Assessments)	

Teacher Observation
 Participation
 Skill tests
 Peer Assessment
 Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)
 Rubrics –
 COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
 COMMUNICATION

- Expression of oneself

Objectives

Students will know or learn:

- Kicking and trapping skills.
- How to incorporate kicking and trapping skills into low organized games and activities.

Students will be able to:

- Demonstrate the proper techniques of kicking.
- Apply skill knowledge when performing games and activities.
- Perform proper techniques when passing and trapping.
- Adjust performance of skill as a result of monitoring or assessing previous performance.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

Suggested Resources

- portable chalk/white board
- balloons
- foam balls
- rubber balls – various

sizes Activities:

Dribbling Soccer Style”
 Indy 500
 Control Dribble
 Around Obstacles
 Sharks and Minnows
 What’s My Line
 Dribbling Dinos
 Pass and Trap

Partner Step Back
 Shadow Dribble Threesomes
 Tunnel Dribble
 Close The Tunnels
 Shot on Goal
 Passing on the
 Move Soccer Golf
 Hoop Course
 Wall Pass
 3 Player Kick and Score
 Keep Away

Physical Education

Grade: 3

Unit 6: Manipulative Skills Dribbling, Volleying, Striking

Summary and Rationale

During this unit third grade students will continue to develop the manipulative skills of dribbling, volleying and striking. Maintaining body and ball control will be a focus of this unit. Hand-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

6 sessions

Standards

Movement Skills and Concepts

2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding. Repetition of proper technique leads to improvement.	
Essential Questions	
What are the steps and techniques used when dribbling, volleying, and striking?	
Evidence of Learning (Assessments)	

Teacher Observation
 Participation
 Skill tests
 Peer Assessment
 Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)
 Rubrics –
 COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
 COMMUNICATION

- Expression of oneself

Objectives

- Students will know or learn:
- Develop competency and confidence in performing manipulative skills
 - Steps to dribbling
 - Steps to volleying
 - Striking technique

- Students will be able to:
- Demonstrate the proper dribbling, volleying, and striking techniques.
 - Apply skill knowledge when performing games and activities.

Integration

Technology Integration

Writing Integration

Competencies

Suggested Resources

- Playground balls
- Fluff balls
- Hoops
- Cones
- Foam balls
- Balloons
- Spot markers
- Bonker ball
- Lollipop paddles
- Batting tees -
- Beach

balls Activities:

Dribbling, Volleying, Striking

- Ball Handling Challenges
- Bounce and Catch
- Wall Bounce
- Dribbling Introduction
- Count on Me
- Dash and Dribble
- Squirrels and Acorns
- Dribble Keep Away
- Volleying Challenges/Striking
- Volleying on the Move
- Double Trouble
- Keep It Up

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 3

Unit 7: Jumping Rope/Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Third grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Health-related fitness components will be introduced. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. Third grade student will continue with the activity of rope jumping which helps improve muscular coordination, balance, and rhythm.

Recommended Pacing

6 sessions

Standards

Movement Skills and Concepts

2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Physical Fitness

2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g.,

	heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings
<p>Positive decision making about fitness contributes to a healthy lifestyle. 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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>

Essential Questions
<p>Why is physical activity important? What are the components of fitness? What are two exercises that can improve each component of fitness? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?</p>

Evidence of Learning (Assessments)
<p>Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Rubrics – COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships

COMPETENCY II:
COMMUNICATION

- Expression of oneself

Objectives

Students will know or learn:

- Components of fitness

- What contributes to cardiovascular fitness
- Effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Participate in activities to increase muscular strength and endurance.
- Define cardiovascular endurance.
- Participate in activities to increase aerobic exercise.
- Demonstrate basic jump rope skills.
Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:
COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- jump ropes
- poly spots
- Drum

Activities:

Aerobic Games:

- Builders and Bulldozers
- Aerobic Bowling
- Aerobic Golf
- Hearty Hoopla

Chasing and

Fleeing:

- Basic Tag
- Safe Tag
- Re-Entry Tag
- Tunnel Tag
- Side by Side Tag

- Hospital Tag

Fitness Circuits:

- Aerobic Capacity Circuit
- Muscular Strength
- Flexibility Circuit
- Mixed Fitness Circuit

Group Fitness:

- Fitness in the Middle
- Aerobic Dance
- Walk Jog
- Snake
- Pass the Hat
- Figure 8 Walk Jog

Jump Rope

- Intro to Jump Rope
- Jump the Circuit
- Long Rope Turning in Paris
- Long Rope Jumping I
- Long Rope Jumping II
- Jump Rope Chants

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 3

Unit: 8	
Low Organized Games / Cooperative Games	
Summary and Rationale	
<p>This unit continues for third grade students building upon previous participation. The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.</p>	
Recommended Pacing	
12 sessions	
Standards	
Character Development	
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.
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation

2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

<p>Enduring Understandings</p> <p>Behaving well is as important as playing well. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people. 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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>
--

<p>Essential Questions</p> <p>Why is cooperation important? Why is it important to be in control of your body and understand spatial awareness? How can Fun games contribute to the development of cardiovascular endurance and muscular strength and endurance?</p>

<p>Evidence of Learning (Assessments)</p> <p>Teacher Observation Participation Skill tests</p>

Peer Assessment

Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)

Rubrics –

COMPETENCY I: COLLABORATION

- Working Cooperatively

- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

Objectives

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Apply concepts of body and spatial awareness in general space.
- Demonstrate cooperation and teamwork while participating in games and cooperative activities.
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Reflection

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters

Hundredth Monkey
Project Adventure Curriculum
Competency Framework

Activities:

Tag Games, Cooperative Games, Relays

1. Hill Dill
2. Midnight
3. Freeze Tag
4. Pound Puppies
5. Moon Monster
6. The Blob
7. Frogger
8. Marching Ponies
9. Animal Tag
10. Clean Up Your Backyard
11. Pin Ball
12. Popper Tag

Parachute Games

- Chute Shapes
- Surfing the Wave
- Move and Groove
- Routine
- Show Time
- Catch the Orb
- Oxygen Boogie
- Frog Crossing
- Pond Pathways

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 4

Unit: 1	
Cooperative Games	
Summary and Rationale	
<p>The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.</p>	
Recommended Pacing	
10 sessions	
Standards	
Character Development	
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.
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility,

	balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

A physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.
 Physical activity will enhance your overall health and wellness.
 Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.
 Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Essential Questions

If the movement can already be performed why is important to understand the concepts of the movement?
 To what extent does strategy influence performance in games and activities?

Evidence of Learning (Assessments)

Teacher
 Observation
 Participation
 Rubrics –
COMPETENCY I: COLLABORATION
 • Teamwork
 • Working Cooperatively

- Building Relationships
- Managing Conflict/Differences

Skill tests
Peer Assessment
Self-Assessment

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Objectives

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity
- The benefits of team building

Students will be able to:

- Explain the safety rules and cooperative expectations.
- Develop cooperative skills that improve life skills.
- Help build relationships and communication skills.
- Work together and solve challenges.
- Identify the importance of building relationships.

Integration

Technology Integration

Writing Integration

Reflection

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:
COMMUNICATION

- Expression of oneself

COMPETENCY IV: PROBLEM
SOLVING

- Use of information
- Approach to Solving

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships

- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters

Hundredth Monkey
Project Adventure Curriculum
Competency Framework

Activities:

Small Group Activities

- Stick with Me
- Stepping Stone
- Log Jam

Whole Group Activities

- Beat the Clock
- Pass It

Around Cooperative Activities

- Twist and Turn/Bend and Stretch
- Designated Driver
- Houdini Hoops
- Partner Ball Challenges

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 4

Unit 2: Fitness Testing	
Summary and Rationale	
<p>Fitnessgram is a fitness assessment and reporting program for youth. The assessment includes a variety of health-related physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related components of fitness, to report the scores to students and parents and finally, to use the information to educate students. Test results are presented in a broader context of what it means to be physically fit, and suggest ways that students can be more physically active and improve their level of fitness to help them reach the Healthy Fitness Zone standards for each test measure.</p>	
Recommended Pacing	
6 sessions	
Standards	
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Positive decision making about fitness contributes to a healthy lifestyle.
 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.
 To achieve a healthy lifestyle, you must value physical activity.
 Repetition of proper technique leads to improvement.

Essential Questions

Why is physical activity important?
 What skills need to be developed to maintain fitness?
 Why would a fitness plan help to develop fitness skills?

Evidence of Learning (Assessments)

Teacher
 Observation
 Participation
 Rubrics-
COMPETENCY III: RESEARCH
 ● Learning and
 Evaluation Skills Tests
 Self-Assessment –
 ● **COMPETENCY V: SELF AWARENESS and DIRECTION**
 ● Determinatio
 n Peer Assessment

Written Tests
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> ● Fitnessgram tests

<ul style="list-style-type: none"> ● Benefits of fitness ● Effects of activity on the body and the risks associated with inactivity ● How technology can assist in fitness <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate proper technique in fitness skills and activities. ● Discuss how test standards build fitness for life. ● Identify what component of fitness each test of Fitnessgram measures. ● Explain the benefits of each test and how they relate to fitness.

Integration

Technology Integration

Writing Integration

Journal

Competencies

<p>COMPETENCY III: RESEARCH</p> <ul style="list-style-type: none"> ● Learning and Evaluation <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> ● Determination

Suggested Resources

<ul style="list-style-type: none"> ● Stopwatch ● Fitnessgram Software ● Mats ● Clipboards ● Cones <p>Activities: Fitnessgram Tests</p>

Career Readiness, Life Literacies, and Key Skills NJSL

<p>Please select all standards that apply to this unit of study:</p> <ul style="list-style-type: none"> Act as a responsible and contributing community members and employee Attend to financial well-being Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation
--

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 4

Unit 3: Fitness	
Summary and Rationale	
<p>The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Fourth grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Fourth grade students will identify health-related fitness components and physical activities that address each component. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.</p>	
Recommended Pacing	
8 sessions	
Standards	
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g.,

	heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Positive decision making about fitness contributes to a healthy lifestyle.
 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.
 To achieve a healthy lifestyle, you must value physical activity.
 Repetition of proper technique leads to improvement.

Essential Questions

Why is physical activity important?
 What are the health-related components of physical fitness?
 How can technology assist in fitness development?
 What are the benefits of maintaining a physically fit lifestyle?

Evidence of Learning (Assessments)

Teacher Observations
 Rubrics - COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination
- Personal

Management Written Tests
 Skills Tests
 Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION

- Determinatio

n Peer Assessment
 Written Tests

Objectives

Students will know or learn:

- Components of fitness
- What contributes to cardiovascular fitness
- Effects of activity on the body and the risks associated with inactivity
- How technology can assist in fitness

Students will be able to:

- Demonstrate jumps over a stationary rope several times using a forward and back and side to side movement pattern.
- Identify the five health-related components of physical fitness.
- Identify several physical activities related to each component of health-related physical fitness
- Demonstrate skill-related components of physical fitness.

Integration

Technology Integration

Writing Integration

Journal

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Determination

Suggested Resources

- Cones
- Jump ropes
- Hoops
- Poly spots
- Resistance

Bands Activities:

Jump the Circuit

- Individual Tricks
- Partner Tricks

Group Jump Rope

Challenge Small Group

Activities

- Fitness Tag Team Traveling Challenge
- Fitness in the Middle
- Moving for

Time Whole Group

Activities

- Roll the Dice
- Aerobic

Dance Aerobic

Games

- Aerobic Bowling
- Track & Field

Chasing and Fleeing

Games

- Elbow Tag
 - Side by Side
- Tag Fitness Challenges
- Partner Muscular
 - Strength and Endurance
 - Fun and Flexibility

Nutley Public Schools

Physical Education

Grade: 4

Unit 4: Rhythm and Dance	
Summary and Rationale	
<p>The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for fourth grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts.</p>	
Recommended Pacing	
6 sessions	
Standards	
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	

2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical movement can be creative, enjoyable and individually rewarding 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. To achieve a healthy lifestyle, you must value physical activity.</p>	
Essential Question	
<p>How can dance improve your fitness? What are the benefits of maintaining a physically fit lifestyle?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Rubrics –</p>	

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing

Conflict/Differences Self-Assessment

–

COMPETENCY V: SELF AWARENESS and DIRECTION

- Social Responsibility
- Determinatio

n Skill tests

Written Tests

Objectives

Students will know or learn:

- How to apply movements to music
- The importance of cooperation while working with others

- How dance can contribute to healthy living

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps in sequence.
- Identify connections between dance and healthy living.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

- Line Dance 5, 6, 7, 8
- Rocky Top
- Square Dance
- Hot Time
- Virginia Reel
- Cultural Dances
- Cotton Eyed Joe
- Irish Jig

Physical Education

Grade: 4

Unit 5: Base Games	
Summary and Rationale	
<p>The primary goal of this unit is to develop students' fundamental movement skills, rules knowledge, and game strategy within a variety of developmentally appropriate games. The unit will also enhance students' personal fitness and provide them with the knowledge and skills necessary to engage in a variety of physical activities outside of the school day. Personal and social responsibility, self-directed learning, and problem solving skills are also reinforced throughout the unit.</p>	
Recommended Pacing	
6 sessions	
Standards	
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. 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.</p> <p>To achieve a healthy lifestyle, you must value physical activity.</p> <p>Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>Why is physical activity important?</p> <p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>What are the basic mechanics of throwing, catching, fielding, base running, batting, and kicking?</p>	
Evidence of Learning (Assessments)	
Teacher Observation	

Participation
Peer Assessment
Self-Assessment- COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing

Conflict/Differences Written Tests

Rubrics - COMPETENCY I: COLLABORATION

- Teamwork

Objectives

Students will know or learn:

- Base running foundations
- How to pivot

Students will be able to:

- Demonstrate fundamental skills such as throwing, catching, fielding, and base running, pitching, and batting or kicking.

Integration

Technology Integration

Writing Integration

Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Suggested Resources

- Bases
- Balls
- Bats
- Cones

Activities:

- Out At Home
- Triangle Fielding
- Beat the Ball
- Whack O
- All-Run Softball
- Whiffle Ball
- Kickball

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 4

Unit: 6 Lead-Up Games

Summary and Rationale

The primary goal of this unit is to develop students' fundamental movement skills, rules knowledge, and game strategy within a variety of developmentally appropriate games. The unit will also enhance students' personal fitness and provide them with the knowledge and skills necessary to engage in a variety of physical activities outside of the school day. The games in this unit were designed to promote tactics and logic that can transfer across games in the same category. The students will understand how, why, and when, to use skills within a game setting. Lead-up games provide an opportunity for students to practice skills in a simulated game situation. The combination of games and drills provides optimal learning experiences for the students. Personal and social responsibility, self-directed learning, and problem solving skills are also reinforced throughout the unit.

Recommended Pacing

12 sessions

Standards

Motor Skills and Concepts

2.5.4.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).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.

Strategy

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.

Sportsmanship, Rules, and Safety

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.

Fitness and Physical Activity

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.
2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>A physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.</p> <p>Physical activity will enhance your overall health and wellness.</p> <p>Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.</p> <p>Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.</p>	
Essential Questions	
<p>If the movement can already be performed why is important to understand the concepts of the movement?</p> <p>To what extent does strategy influence performance in games and activities?</p> <p>What is the importance of safety rules in lead-up games?</p> <p>To what extent does strategy influence performance in games and activities?</p> <p>Which skills are needed to perform at a higher level in various games?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation</p> <p>Participation</p> <p>Peer Assessment</p> <p>Self-Assessment- COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork • Working Cooperatively • Managing <p>Conflict/Differences Written Tests</p> <p>Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork 	
Objectives	
Students will know or learn:	
<ul style="list-style-type: none"> • Rules and safety procedures • Strategies necessary for success in lead-up games 	

- Fundamental skills necessary for successful game play

Students will be able to:

- Explain the safety rules and cooperative expectations.
- Develop strategies on using locomotor patterns with other skills; such as hand-eye coordination, balance, throwing, and catching.
- Demonstrate the fundamental skills required for successful game play.
- Implement communication, trust, and teamwork skills within a group to solve challenges.

Integration

Technology Integration

Writing Integration

Reflection
Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Suggested Resources

- Balls
- Hoops
- Poly spots
- Cone

s Activities:

- Football Golf
- Centipede
- Football Grab

Bag Small Group

Activities

- Around the Court
- Stepping Stones
- Defense

Whole Group

Activities

- Group Basketball Hunt
- Pass It Around

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 4

Unit 7: Team Sports	
Summary and Rationale	
Team sports promote skill development, teamwork, sportsmanship, game strategies and terminologies in a variety of team sport activities. Students will also learn to incorporate rules and safety. Fourth grade students will be introduced to a variety of team sports in this unit.	
Recommended Pacing	
12 sessions	
Standards	
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical

	enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings
Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.

Essential Questions
Why is physical activity important in team sports? Why is it important to understand the different levels of competition? How is teamwork important to achieving a common goal? How can you be a good teammate? What are different mature ways to respond to winning and losing? What are characteristics of good sportsmanship? What opportunities are there to play sports outside of school? What locations are available for students to play sports outside of school?

Evidence of Learning (Assessments)
Teacher Observation Participation Peer Assessment Self-Assessment- COMPETENCY I: COLLABORATION <ul style="list-style-type: none"> • Teamwork • Working Cooperatively • Managing Conflict/Differences Written Tests Rubrics - COMPETENCY I: COLLABORATION <ul style="list-style-type: none"> • Teamwork

Objectives
Students will know or learn:

- Rules and safety procedures
- Strategies necessary for success in team sports games
- Fundamental skills necessary for successful game play

- Acceptable behavior associated with winning and losing

Students will be able to:

- Demonstrate basic skills of the game
- Recognize basic skills.
- Participate in moderately vigorous physical activity in team sports.
- Practice and develop fundamental skills to improve team participation.
- Encourage positive attitudes in a competitive environment.
- Explain safety rules.

Integration

Technology Integration

Writing Integration

Reflection

Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Suggested Resources

- Cones
 - Flags
 - Balls
 - Goals
- Activities

:

Football Drills

- Passing and Receiving
- Catching and Ball Carrying
- Punting
- Flag pulling
- Cadence (air it

out) Soccer Drills

- Dribbling
- Passing
- Shooting, Throw-in, and Punts

Basketball

- Ball Handling

- Dribbling
- Shooting
- Passing

- Figure 8
- Switcheroo
- Hot Potato
- Dribbling Drills
- Around the World

Volleyball

- Forearm Pass
- Bumping Buddies
- Overhead Pass
- Underhand Pass
- Underhand Serve
- Forearm 21
- Cooperative Countdown
- Serving Shower
- Mini-Volleyball

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 5

Unit: 1 Cooperative Games	
Summary and Rationale	
<p>The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.</p>	
Recommended Pacing	
12 sessions	
Standards	
Character Development	
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that

	address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>A physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.</p> <p>Physical activity will enhance your overall health and wellness.</p> <p>Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.</p> <p>Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.</p>	
Essential Questions	
<p>If the movement can already be performed why is important to understand the concepts of the movement?</p> <p>To what extent does strategy influence performance in games and activities?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation</p> <p>Participation</p>	

Rubrics –
COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing

Conflict/Differences Skill tests

Peer Assessment

Self-Assessment

–

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Objectives

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity
- The benefits of team building

Students will be able to:

- Explain the safety rules and cooperative expectations.
- Develop cooperative skills that improve life skills.
- Help build relationships and communication skills.
- Work together and solve challenges.
- Identify the importance of building relationships.

Integration

Technology Integration

Writing Integration

Reflection

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY IV: PROBLEM

SOLVING

- Use of information

- Approach to Solving

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters
- Adventure Pack

Hundredth Monkey
Project Adventure Curriculum
Competency Framework

<http://mrgym.com/CooperativeGames.htm>

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 5

Unit 2: Fitness Testing	
Summary and Rationale	
<p>Fitnessgram is a fitness assessment and reporting program for youth. The assessment includes a variety of health-related physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related components of fitness, to report the scores to students and parents and finally, to use the information to educate students. Test results are presented in a broader context of what it means to be physically fit, and suggest ways that students can be more physically active and improve their level of fitness to help them reach the Healthy Fitness Zone standards for each test measure.</p>	
Recommended Pacing	
6 sessions	
Standards	
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g.,

	heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings
<p>Positive decision making about fitness contributes to a healthy lifestyle. 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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>

Essential Questions
<p>Why is physical activity important? What skills need to be developed to maintain fitness? Why would a fitness plan help to develop fitness skills?</p>

Evidence of Learning (Assessments)
<p>Teacher Observation Participation Rubrics-</p> <p>COMPETENCY III: RESEARCH</p> <ul style="list-style-type: none"> Learning and Evaluation

<p>Skills Tests</p> <p>Self-Assessment –</p> <ul style="list-style-type: none"> • COMPETENCY V: SELF AWARENESS and DIRECTION • Determination <p>Peer Assessment</p> <p>Written Tests</p>
<p>Objectives</p> <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Fitnessgram tests • Benefits of fitness • Effects of activity on the body and the risks associated with inactivity • How technology can assist in fitness <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate proper technique in fitness skills and activities. • Discuss how test standards build fitness for life. • Identify what component of fitness each test of Fitnessgram measures. • Explain the benefits of each test and how they relate to fitness.
<p style="text-align: center;">Integration</p>
<p>Technology Integration</p>
<p>Writing Integration</p>
<p>Journal</p>
<p>Competencies</p> <p>COMPETENCY III: RESEARCH</p> <ul style="list-style-type: none"> • Learning and Evaluation <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determination
<p style="text-align: center;">Suggested Resources</p> <ul style="list-style-type: none"> • Stopwatch • Fitnessgram Software • Mats • Clipboards • Cones <p>Activities:</p> <p>Fitnessgram Tests</p>

Physical Education

Grade: 5

Unit 3:

Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Fourth grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Fifth grade students will identify health-related fitness components and physical activities that address each component. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.

Recommended Pacing

8 sessions

Standards

Movement Skills and Concepts

2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Physical Fitness

2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Lifelong Fitness

2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

<p>Enduring Understandings</p> <p>Positive decision making about fitness contributes to a healthy lifestyle. 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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>
--

<p>Essential Questions</p> <p>Why is physical activity important? What are the health-related components of physical fitness? How can technology assist in fitness development? What are the benefits of maintaining a physically fit lifestyle?</p>
--

<p>Evidence of Learning (Assessments)</p> <p>Teacher Observations Rubrics - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determination • Personal <p>Management Written Tests Skills Tests Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determination
--

<p>Peer Assessment Written Tests</p>
<p>Objectives</p> <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Proper warm-up and cool-down methods • Muscular strength is the body's ability to generate force in a short amount of time

- Muscular endurance is the measure of how well muscles can repeatedly generate force and the amount of time they can maintain activity
- Cardiovascular endurance is the body's ability to exercise continuously for extended periods of time
- Target Heart Rate is a measure of cardiovascular endurance
- Flexibility is the ability to move through a full range of motion
- Balance is the state of equal distribution of weight
- Making healthy lifestyle choices now and in the future plays a role in decreasing obesity, cardiovascular disease, stroke, diabetes, hypertension, and various other medical conditions

Students will be able to:

- Describe the five components of fitness.
- Discuss the importance of a quality warm up and cool down
- Demonstrate skill-related components of physical fitness
- Demonstrate how to monitor pulse during exercise

Integration

Technology Integration

Writing Integration

Journal

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Determination

Suggested Resources

- Cones
- Jump ropes
- Hoops
- Poly spots
- Resistance

Bands Jump Rope

Activities:

Jump the Circuit

- Individual Tricks
- Partner Tricks

Group Jump Rope Challenge

Activities:

Muscle Hustle

Stations It's Your

Move Stretch Wave

Fortune Cookie

Running Mania

Fruits and

Vegetables

Classroom Based Physical Activities – (classroom days)

<http://www.ecu.edu/cs->

[hhp/exss/upload/energizers for grades 3 5.pdf](http://www.ecu.edu/cs-hhp/exss/upload/energizers_for_grades_3_5.pdf)

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 5

Unit 4: Rhythm and Dance	
Summary and Rationale	
<p>The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for fifth grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts. Fifth grade students will explore varying rhythm, tempo and beat found in dance.</p>	
Recommended Pacing	
6 sessions	
Standards	
Movement Skills and Concepts	
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	

2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Physical movement can be creative, enjoyable and individually rewarding
 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.
 To achieve a healthy lifestyle, you must value physical activity.

Essential Question

How can rhythmic skills be used in other activities?
 How can dance improve one's level of fitness?

Evidence of Learning (Assessments)

Teacher
 Observation
 Participation
 Rubrics –
COMPETENCY I: COLLABORATION
 • Teamwork
 • Working Cooperatively
 • Building Relationships
 • Managing
 Conflict/Differences Skill tests
 Peer Assessment
 Self-Assessment
 –
COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

n Written Tests

Objectives

Students will know or learn:

- How to apply movements to music
- The importance of cooperation while working with others
- Movement to music can promote fitness
- Tempo and beat

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps in sequence.
- Identify connections between dance and healthy living
- Define tempo and beat
- Create and perform a series of combined movements

Integration

Technology Integration

Writing Integration

Reflection

Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

- Line Dance 5, 6, 7, 8
- Rocky Top
- Square Dance
- Hot Time
- Virginia Reel
- Cultural Dances
- Cotton Eyed Joe
- Irish Jig
- Electric Slide

Unit: 6 Lead-Up Games

Summary and Rationale

Fifth grade students will continue to develop skills associated with lead-up games. The primary goal of this unit is to develop students' fundamental movement skills, rules knowledge, and game strategy within a variety of developmentally appropriate games. The unit will also enhance students' personal fitness and provide them with the knowledge and skills necessary to engage in a variety of physical activities outside of the school day. The games in this unit were designed to promote tactics and logic that can transfer across games in the same category. The students will understand how, why, and when, to use skills within a game setting. Lead-up games provide an opportunity for students to practice skills in a simulated game situation. The combination of games and drills provides optimal learning experiences for the students. Personal and social responsibility, self-directed learning, and problem solving skills are also reinforced throughout the unit.

Recommended Pacing

12 sessions

Standards

Movement Skills and Concepts

2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Physical Fitness

2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect
------------	--

	personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

A physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.

Physical activity will enhance your overall health and wellness.

Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.

Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.

Essential Questions

- If the movement can already be performed why is important to understand the concepts of the movement?
- To what extent does strategy influence performance in games and activities?
- What is the importance of safety rules in lead-up games?
- To what extent does strategy influence performance in games and activities?
- Which skills are needed to perform at a higher level in various games?

Evidence of Learning (Assessments)

- Teacher Observation
- Participation

Peer Assessment

Self-Assessment- COMPETENCY I: COLLABORATION
• Teamwork
• Working Cooperatively
• Managing Conflict/Differences Written Tests
Rubrics - COMPETENCY I: COLLABORATION
• Teamwork

Objectives

Students will know or learn:
• Rules and safety procedures
• Strategies necessary for success in lead-up games
• Fundamental skills necessary for successful game play
Students will be able to:
• Explain the safety rules and cooperative expectations.
• Develop strategies on using locomotor patterns with other skills; such as hand-eye coordination, balance, throwing, and catching.
• Demonstrate the fundamental skills required for successful game play.
• Implement communication, trust, and teamwork skills within a group to solve challenges.

Integration

Technology Integration

Writing Integration

Reflection
Journal

Competencies

COMPETENCY I: COLLABORATION
• Teamwork
• Working Cooperatively
• Managing Conflict/Differences

Suggested Resources

• Balls
• Hoops
• Poly spots
• Cone
s Activities:
• Football Golf
• Centipede
• Football Grab
Bag Small Group
Activities
• Around the Court
• Stepping Stones
• Defense
Whole Group

Activities

- Group Basketball Hunt

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 5: Unit 7

Team Sports

Summary and Rationale

Team sports promote skill development, teamwork, sportsmanship, game strategies and terminologies in a variety of team sport activities. Students will also learn to incorporate rules and safety. Fifth grade students will be introduced to a variety of team sports in this unit.

Recommended Pacing

12 sessions

Standards

Movement Skills and Concepts

2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Physical Fitness

2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Lifelong Fitness

2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3:	Proactively engage in movement and physical activity for enjoyment individually or with others.

2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings
Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.

Essential Questions
<p>Why is physical activity important in team sports?</p> <p>Why is it important to understand the different levels of competition?</p> <p>How is teamwork important to achieving a common goal?</p> <p>How can you be a good teammate?</p> <p>What are different mature ways to respond to winning and losing? What are characteristics of good sportsmanship?</p> <p>What opportunities are there to play sports outside of school?</p> <p>What locations are available for students to play sports outside of school?</p>

Evidence of Learning (Assessments)
<p>Teacher Observation</p> <p>Participation</p> <p>Peer Assessment</p> <p>Self-Assessment- COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork • Working Cooperatively

- Managing Conflict/Differences Written Tests
- Rubrics - COMPETENCY I: COLLABORATION
- Teamwork

Objectives

Students will know or learn:

- Rules and safety procedures
- Strategies necessary for success in team sports games
- Fundamental skills necessary for successful game play
- Acceptable behavior associated with winning and losing

Students will be able to:

- Demonstrate basic skills of the game
- Recognize basic skills.
- Participate in moderately vigorous physical activity in team sports.
- Practice and develop fundamental skills to improve team participation.
- Encourage positive attitudes in a competitive environment.
- Explain safety rules.

Integration

Technology Integration

Writing Integration

Reflection
Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Suggested Resources

- Cones
 - Flags
 - Balls
 - Goals
- Activities
:
- Football Drills
- Passing and Receiving
 - Catching and Ball Carrying
 - Punting
 - Flag pulling
 - Cadence (air it out)

Soccer Drills

- Dribbling
- Passing
- Shooting, Throw-in, and Punts

Basketball

- Ball Handling
- Dribbling
- Shooting
- Passing
- Figure 8
- Switcheroo
- Hot Potato
- Dribbling Drills
- Around the World

Volleyball

- Forearm Pass
- Bumping Buddies
- Overhead Pass
- Underhand Pass
- Underhand Serve
- Forearm 21
- Cooperative Countdown
- Serving Shower
- Mini-Volleyball

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Physical Education

Grade: 6

Unit: 1 Cooperative Games	
Summary and Rationale	
The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.	
Recommended Pacing	
12 sessions	
Standards	
Character Development	
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
Movement Skills and Concepts	
2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •::: •: •:
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
Physical Fitness	
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying

	personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
Lifelong Fitness	
2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.

Interdisciplinary Connections	
Standard x.x	
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>A physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.</p> <p>Physical activity will enhance your overall health and wellness.</p> <p>Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.</p> <p>Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.</p>	
Essential Questions	
<p>If the movement can already be performed why is important to understand the concepts of the movement?</p> <p>To what extent does strategy influence performance in games and activities?</p>	
Evidence of Learning (Assessments)	
Teacher Observation	

Participation

Rubrics –
 COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

Skill tests
 Peer Assessment
 Self-Assessment
 –

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determinatio

n Written Tests

Objectives

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity
- The benefits of team building

Students will be able to:

- Explain the safety rules and cooperative expectations.
- Develop cooperative skills that improve life skills.
- Help build relationships and communication skills.
- Work together and solve challenges.
- Identify the importance of building relationships.

Integration

Technology Integration

Writing Integration

Reflection

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:
 COMMUNICATION

- Expression of oneself

COMPETENCY IV: PROBLEM SOLVING

- Use of information
 - Approach to Solving
- COMPETENCY V: SELF AWARENESS and DIRECTION
- Personal management
 - Personal wellness and relationships
 - Social Responsibility
 - Determination

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters
- Adventure Pack

Hundredth Monkey
Project Adventure Curriculum
Competency Framework

<http://mrgym.com/CooperativeGames.htm>

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 6: Unit 2

Golf

Summary and Rationale

Golf is an excellent sport for teaching hand-eye coordination, focus, control, concentration, relaxation, and technique. It also has great carry-over value as a lifetime sport for all ages. This unit will provide the students with the opportunity to engage in a lifetime sport. Introducing golf at a young age will help expose the students to something new and may allow for them to further their interest in the sport. This unit will focus on the basic strokes, rules, vocabulary and etiquette of the sport.

Recommended Pacing

6 sessions

Standards

Movement Skills and Concepts

2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •::: •: •:
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness	
2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.

Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.

Essential Questions

Can I play this game outside of school?
 How are team and individual sports different?
 What are the rules of the sport?
 How does participating in golf increase students' concentration and overall focus?

Evidence of Learning (Assessments)

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment- COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing

Conflict/Differences Written Tests
 Rubrics – COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Objectives

Students will know or learn:

- Rules and safety procedures
- Proper golf etiquette
- Correct technique for putting

Students will be able to:

- Explain safety rules
- Identify the main rules of golf
- Show proper golf etiquette
- Demonstrate correct technique for putting

Integration

Technology Integration

Writing Integration

Reflection
Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- Clubs
- Mats
- Balls

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 6: Unit 3

Team Sports

Summary and Rationale

Team sports promote skill development, teamwork, sportsmanship, game strategies and terminologies in a variety of team sport activities. Students will also learn to incorporate rules and safety. Sixth grade students will be introduced to a variety of team sports in this unit.

Recommended Pacing

16 sessions

Standards

Movement Skills and Concepts

2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness	
2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.

Essential Questions

- Why is physical activity important in team sports?
- Why is it important to understand the different levels of competition?
- How is teamwork important to achieving a common goal?
- How can you be a good teammate?
- What are different mature ways to respond to winning and losing? What are characteristics of good sportsmanship?
- What opportunities are there to play sports outside of school?
- What locations are available for students to play sports outside of school?

Evidence of Learning (Assessments)

- Teacher Observation
- Participation
- Peer Assessment
- Self-Assessment- COMPETENCY I: COLLABORATION
 - Teamwork
 - Working Cooperatively
 - Managing
- Conflict/Differences Written Tests

Rubrics - COMPETENCY I: COLLABORATION

- Teamwork

Objectives

Students will know or learn:

- Rules and safety procedures
- Strategies necessary for success in team sports games
- Fundamental skills necessary for successful game play
- Acceptable behavior associated with winning and losing

Students will be able to:

- Demonstrate basic skills of the game
- Recognize basic skills.
- Participate in moderately vigorous physical activity in team sports.
- Practice and develop fundamental skills to improve team participation.
- Encourage positive attitudes in a competitive environment.
- Explain safety rules.

Integration

Technology Integration

Writing Integration

Reflection

Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Suggested Resources

- Cones
 - Flags
 - Balls
 - Goals
- Activities
:

Football Drills

- Passing and Receiving
- Catching and Ball Carrying
- Punting
- Flag pulling
- Cadence (air it

out) Soccer Drills

- Dribbling
- Passing
- Shooting, Throw-in, and Punts

Basketball

- Ball Handling
- Dribbling
- Shooting
- Passing
- Figure 8
- Switcheroo
- Hot Potato
- Dribbling Drills
- Around the World

Volleyball

- Forearm Pass
- Bumping Buddies
- Overhead Pass
- Underhand Pass
- Underhand Serve
- Forearm 21
- Cooperative Countdown
- Serving Shower
- Mini-Volleyball

Softball

- Fielding
- Base Running
- Hitting

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 6: Unit 4
Rhythm and Dance

Summary and Rationale

The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for sixth grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts. Sixth grade students will explore varying rhythm, tempo and beat found in dance. Students will have the opportunity to apply learned skills through creating their own group dance.

Recommended Pacing

6 sessions

Standards

Movement Skills and Concepts

2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •::: •: •:
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness	
2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical movement can be creative, enjoyable and individually rewarding 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. To achieve a healthy lifestyle, you must value physical activity.</p>	
Essential Question	
<p>How can dance improve your fitness? What are the benefits of maintaining a physically fit lifestyle?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Rubrics – COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork • Working Cooperatively • Building Relationships • Managing <p>Conflict/Differences Skill tests Peer Assessment Self-Assessment – COMPETENCY V: SELF AWARENESS and DIRECTION</p>	

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determinatio

n Written tests

Objectives

Students will know or learn:

- How to apply movements to music
- The importance of cooperation while working with others
- How dance can contribute to healthy living

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps in sequence.
- Identify connections between dance and healthy living.

Integration

Technology Integration

Writing Integration

Reflection

Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

- Line Dance 5, 6, 7, 8

- Rocky Top
- Square Dance
- Hot Time
- Virginia Reel
- Cultural Dances
- Cotton Eyed Joe
- Irish Jig
- Electric Slide
- Create a dance

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 6: Unit 5

Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Sixth grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Sixth grade students will identify health-related fitness components and physical activities that address each component. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.

Recommended Pacing

8 sessions

Standards

Movement Skills and Concepts

2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •:: •: •:
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness	
2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Positive decision making about fitness contributes to a healthy lifestyle. 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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>Why is physical activity important? What are the health-related components of physical fitness? How can technology assist in fitness development? What are the benefits of maintaining a physically fit lifestyle?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observations Rubrics - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determination • Personal <p>Management Written Tests Skills Tests Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determination 	

Peer Assessment Written Tests
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Proper warm-up and cool-down methods • Muscular strength is the body's ability to generate force in a short amount of time • Muscular endurance is the measure of how well muscles can repeatedly generate force and the amount of time they can maintain activity • Cardiovascular endurance is the body's ability to exercise continuously for extended periods of time • Target Heart Rate is a measure of cardiovascular endurance • Flexibility is the ability to move through a full range of motion • Balance is the state of equal distribution of weight • Weight transfer and body control improve agility • Agility is the ability to change directions quickly • Speed is the ability to move across a distance in a short period of time • Motivation and individual responsibility play an important role in fitness • Making healthy lifestyle choices now and in the future plays a role in decreasing obesity, cardiovascular disease, stroke, diabetes, hypertension, and various other medical conditions <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the five components of fitness. • Discuss the importance of a quality warm up and cool down • Demonstrate skill-related components of physical fitness • Demonstrate how to monitor pulse during exercise • Define agility and speed and discuss how they factor into physical activity
Integration
Technology Integration
Writing Integration
Journal
Competencies
<p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Personal Management • Determination
Suggested Resources
<ul style="list-style-type: none"> • Cones • Jump ropes • Hoops • Poly spots • Resistance Bands

Jump Rope Activities:

Jump the Circuit

- Individual Tricks
- Partner Tricks

Group Jump Rope Challenge

Activities:

Muscle Hustle

Stations It's Your

Move Stretch Wave

Fortune Cookie

Running Mania

Fruits and

Vegetables

Fitness Challenges

- Partner Muscular
- Strength and Endurance
- Fun and Flexibility
- Agility Runs
- Vertical Jumps
- Long Jump
- Owl Hop

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 6: Unit 6

Fitness Testing

Summary and Rationale

Fitnessgram is a fitness assessment and reporting program for youth. The assessment includes a variety of health-related physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related components of fitness, to report the scores to students and parents and finally, to use the information to educate students. Test results are presented in a broader context of what it means to be physically fit, and suggest ways that students can be more physically active and improve their level of fitness to help them reach the Healthy Fitness Zone standards for each test measure.

Recommended Pacing

6 sessions

Standards

Movement Skills and Concepts

2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •:: •: •:
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness	
2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Positive decision making about fitness contributes to a healthy lifestyle. 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. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>Why is physical activity important? What skills need to be developed to maintain fitness? Why would a fitness plan help to develop fitness skills?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Rubrics- COMPETENCY III: RESEARCH</p> <ul style="list-style-type: none"> Learning and Evaluation Skills Tests <p>Self-Assessment –</p> <ul style="list-style-type: none"> COMPETENCY V: SELF AWARENESS and DIRECTION 	

- Determination
- Peer Assessment
Written Tests

Objectives

Students will know or learn:

- Fitnessgram tests
- Benefits of fitness
- Effects of activity on the body and the risks associated with inactivity
- How technology can assist in fitness

Students will be able to:

- Demonstrate proper technique in fitness skills and activities.
- Discuss how test standards build fitness for life.
- Identify what component of fitness each test of Fitnessgram measures.
- Explain the benefits of each test and how they relate to fitness.

Integration

Technology Integration

I Pads
Fitnessgram Software

Writing Integration

Journal

Competencies

COMPETENCY III: RESEARCH

- Learning and Evaluation

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- Stopwatch
- Fitnessgram Software
- Mats
- Clipboards
- Cones

Activities:

Fitnessgram

Tests

