



# Nutley Public Schools

## Physical Education Grade 1

<b>Unit 1: Locomotor Skills</b>	
<b>Summary and Rationale</b>	
<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>	
<b>Recommended Pacing</b>	
8 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
<b>Sportsmanship, Rules, and Safety</b>	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>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.</p>	
<b>Essential Question</b>	
<p>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?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation.  Participation  Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Determination</li> </ul> <p>Skill tests</p>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Variety of locomotive skills</li> <li>• Understand and use the concepts of pathway levels and directions with locomotor skills.</li> <li>• Understand the effects of activity on the body and the risks associated with inactivity</li> </ul>	

- 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





# Nutley Public Schools

## Physical Education

Grade: 1

<b>Unit 2: Movement Concepts</b>	
<b>Summary and Rationale</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>• Effort awareness – the muscular effort to produce, sustain, stop and regulate a movement</li> <li>• Space awareness – an understanding of personal space and general space and to move safely within space</li> <li>• Body awareness – deals with the relationship created between the mover and other movers, and between mover and objects</li> </ul>	
<b>Recommended Pacing</b>	
8 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
<b>Sportsmanship, Rules, and Safety</b>	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
<b>Fitness and Physical Activity</b>	

2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<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>	
<b>Essential Question</b>	
<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>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation.  Participation  Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Determination</li> </ul> <p>Skill tests</p>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Body awareness concepts by identifying large and small body parts</li> <li>• Space concepts by identifying personal and general space</li> </ul>	

- 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



# Nutley Public Schools

## Physical Education

Grade: 1

<b>Unit 3: Rhythm and Dance</b>	
<b>Summary and Rationale</b>	
<p>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.</p>	
<b>Recommended Pacing</b>	
8 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
<b>Sportsmanship, Rules, and Safety</b>	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.



2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<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>	
<b>Essential Question</b>	
<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>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation.  Participation  Rubrics –  <b>COMPETENCY I: COLLABORATION</b>  • Working Cooperatively  • Building Relationships  <b>COMPETENCY II: COMMUNICATION</b>  • Expression of oneself  <b>COMPETENCY V: SELF AWARENESS and DIRECTION</b>  • Personal Management  • Social Responsibility  • Determination  Skill tests</p>	
<b>Objectives</b>	
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/white board

Competency Framework

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

4. Peppermint Twist

5. YMCA

6. Hamster Dance

7. Tony Chestnut

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



# Nutley Public Schools

## Physical Education

Grade: 1

<b>Unit 4: Manipulative Skills Throwing and Catching</b>	
<b>Summary and Rationale</b>	
<p>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.</p> <p>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.</p> <p>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.</p>	
<b>Recommended Pacing</b>	
8 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
<b>Sportsmanship, Rules, and Safety</b>	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>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>	
<b>Essential Questions</b>	
<p>Can students throw and toss under simple conditions?</p> <p>What are the key cues to throwing and catching a ball?</p> <p>What can I do to be physically active and why is this important?</p> <p>Why is it important to be physically fit and how can I stay fit?</p> <p>How will physical activity help me now and in the future?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation.</p> <p>Participation</p> <p>Rubrics - <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p><b>COMPETENCY II: COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul>	

<p><b>COMPETENCY V: SELF AWARENESS and DIRECTION</b></p> <ul style="list-style-type: none"> <li>• Determination</li> </ul> <p>Skill tests</p>
<p><b>Objectives</b></p> <p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Develop competency and confidence in performing manipulative skills</li> <li>• 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.</li> <li>• How to throw and catch a ball.</li> <li>• Understand the effects of activity on the body and the risks associated with inactivity</li> <li>• Identify body parts and demonstrate safe movement to personal and general space</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Underhand throw with oppositional foot</li> <li>• Drop a ball and catch it before it bounces twice</li> <li>• Catch a large ball by a skilled thrower</li> <li>• Describe how to properly throw and catch a ball.</li> <li>• Describe how to properly kick a ball.</li> <li>• Adjust performance of skill as a result of monitoring or assessing previous performance</li> <li>• Participate in physical activities that develop physical fitness skills.</li> <li>• Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.</li> </ul>
<p style="text-align: center;"><b>Integration</b></p>
<p><b>Technology Integration</b></p>
<p><b>Writing Integration</b></p>
<p>Picture Prompts</p>
<p><b>Competencies</b></p> <p><b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p><b>COMPETENCY II: COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p><b>COMPETENCY V: SELF AWARENESS and DIRECTION</b></p> <ul style="list-style-type: none"> <li>• Determination</li> </ul>
<p style="text-align: center;"><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>• portable chalk/white board</li> <li>• balloons</li> <li>• bean bags</li> <li>• foam balls</li> </ul>

- 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.



# Nutley Public Schools

## Physical Education

Grade: 1

<b>Unit 5: Manipulative Skills Striking</b>	
<b>Summary and Rationale</b>	
<p>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.</p> <p>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.</p>	
<b>Recommended Pacing</b>	
8 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.



<b>Sportsmanship, Rules, and Safety</b>	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>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>	
<b>Essential Questions</b>	
<p>Can students strike an object in a control manner using hand, paddle, foot or other implements?</p> <p>What can I do to be physically active and why is this important?</p> <p>Why is it important to be physically fit and how can I stay fit?</p> <p>How will physical activity help me now and in the future?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation.</p> <p>Participation</p> <p>Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Determination</li> </ul> <p>Skill tests</p>	
<b>Objectives</b>	

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

Activities:

Kicking

1. Stationary Balls
2. Moving Balls
3. Kicking into a Goal



# Nutley Public Schools

## Physical Education

Grade: 1

<b>Unit 6: Jumping Rope/Fitness</b>	
<b>Summary and Rationale</b>	
<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. 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.</p>	
<b>Recommended Pacing</b>	
8 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
<b>Sportsmanship, Rules, and Safety</b>	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<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>	
<b>Essential Questions</b>	
<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>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation.  Participation  Rubrics - <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p><b>COMPETENCY II: COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p><b>COMPETENCY V: SELF AWARENESS and DIRECTION</b></p> <ul style="list-style-type: none"> <li>• Determination</li> </ul> <p>Skill tests</p>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Difference between hopping and jumping</li> <li>• Hold a jump rope</li> </ul>	

- 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
- poly spots
- Drum



# Nutley Public Schools

## Physical Education

Grade: 1

<b>Unit: 7</b>	
<b>Low Organized Games / Cooperative Games</b>	
<b>Summary and Rationale</b>	
<p>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.</p>	
<b>Recommended Pacing</b>	
12 sessions	
<b>Standards</b>	
<b>Character Development</b>	
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.
<b>Motor Skills and Concepts</b>	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
<b>Sportsmanship, Rules, and Safety</b>	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Fitness and Physical Activity	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Behaving well is as important as playing well.</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p> <p>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>	
<b>Essential Questions</b>	
<p>How do I interact with others during physical activity?</p> <p>What can I do to be physically active and why is this important?</p> <p>Why is it important to be physically fit and how can I stay fit?</p> <p>How will physical activity help me now and in the future?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation.</p> <p>Participation</p> <p>Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Personal Management</li> <li>• Social Responsibility</li> </ul>	

<ul style="list-style-type: none"> <li>• Determination</li> </ul>
Skill tests
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Rules and safety procedures</li> <li>• Cooperative learning techniques</li> <li>• Appropriate behavior towards peers and equipment</li> <li>• Understand the effects of activity on the body and the risks associated with inactivity</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Follow directions in group settings (follow rules, safe behaviors, taking turns)</li> <li>• Follow teacher directions for safe participation and proper use of equipment with minimal reminders</li> <li>• Acknowledge appropriate behavior during class activities</li> <li>• Share equipment and space with others</li> <li>• Adjust performance of skill as a result of monitoring or assessing previous performance</li> <li>• Participate in physical activities that develop physical fitness skills.</li> <li>• Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.</li> </ul>
<b>Integration</b>
Technology Integration
Writing Integration
Picture Prompts
Competencies
<p><b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p><b>COMPETENCY II: COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p><b>COMPETENCY V: SELF AWARENESS and DIRECTION</b></p> <ul style="list-style-type: none"> <li>• Personal Management</li> <li>• Social Responsibility</li> <li>• Determination</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• portable chalk/white board</li> <li>• parachute</li> <li>• Hula Hoops</li> <li>• Scooters</li> </ul> <p>Hundredth Monkey Project Adventure Curriculum Competency Framework</p>



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