

## Long Beach Island Consolidated School District Curriculum

**Grade: K-2**

**Content Area: Physical Education**

### **Introduction**

Students in K-2 Physical Education will complete four units that promote developmentally appropriate fitness in both individual tasks as well as collaborative group activities. The units will include movement and rhythm, wellness, motor skill development (locomotor and non-locomotor skills, and throwing, rolling, kicking and catching. Improvement of strength, flexibility, and endurance will be encouraged throughout the units. Understanding of game rules, movement techniques, and strategies to play organized sports will be covered throughout the school year. All Physical Education units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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<b>Original Adoption: October 23, 2018</b>
<b>Created By: C. McBride, C. Sheplin</b>
<b>Revised On: March 18, 2019, July 24, 2019 J. Oldham</b>

<b>Recommended Pacing Guide</b>	
Unit 1: Movement Education/ Rhythm	20 days
Unit 2: Wellness	20 days
Unit 3: Motor Skill Development: Locomotor/ Non- Locomotor Skills	20 days
Unit 4: Throwing, Rolling, Kicking, Catching	20 days

<b>Unit 1: Movement Education/ Rhythm</b>	<b>Duration: 20 days</b>
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<b>Standards/Learning Targets</b>
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**New Jersey Student Learning Focus Standards:**

- **2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- **2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**New Jersey Student Learning Supporting Standards:**

- **2.5 Motor Skill Development:**
- **2.5.2.A.1** Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- **2.5.2.A.2** Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- **2.5.2.A.3** Respond in movement to changes in tempo, beat, rhythm, or musical style.
- **2.5.2.A.4** Correct movement errors in response to feedback.
- **2.5.2.B.1** Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- **2.5.2. C.2** Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

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- **2.6 Fitness:**
- **2.6.2. A.1** Explain the role of regular physical activity in relation to personal health.

### Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.1.1. Participate in collaborative conversations with diverse partners about grades K, 1 and 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

### Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### 21st Century Themes/Career Readiness:

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.

### 21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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

**Evidence of Student Learning**

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Teacher Checklist</li> <li>● Verbal question &amp; answer</li> <li>● Self-evaluation of performance and progress</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● End of unit project</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student participation</li> <li>● Rubric score</li> <li>● Fitnessgram</li> <li>● Performance Test</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Baseline SGO</li> <li>● Mid-year SGO</li> <li>● End of year SGO</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Developing competence in locomotor skills is important for efficient and enjoyable play.</li> <li>● Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance and recreational activities.</li> <li>● Understand that repetitive practice of new skills learned will enhance one's ability to play.</li> <li>● Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</li> <li>● Dance helps improve agility, balance and coordination needed in other sports.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why is learning different ways to move important for participation in physical activity?</li> <li>● What are the different locomotor skills that one needs during a physical activity?</li> <li>● How can understanding movement concepts improve my performance?</li> <li>● How does my use of movement influence that of others?</li> <li>● How does dance improve our physical fitness?</li> <li>● Why is it important to keep a safe space while we move?</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● Warming Up Movement Song-</li> </ul>	<p><b>Varied Levels of Text:</b></p>
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Students will follow along with the movements described on the CD. Teacher will model movements in front of the class.

- RPS- The Students will perform various locomotor movements while playing “Rock, Paper, Scissor” Activity.
- Move Slow/Move Fast: Students will respond to varied tempos of music being played. Teacher will prompt and suggest movements for students in need of support.
- Go Noodle-  
<https://www.gonoodle.com/>
- Demonstrate developmentally appropriate gross motor skills (e.g. crawl, walk, jog, run, skip, hop, jump, leap, gallop, side-step, and animal movements).
- Scholastic Physical Fitness Activities:  
<https://www.scholastic.com/teachers/search-results/?search=1&text=Exercise%20and%20Fitness>
- Demonstrate understanding of directional words (e.g. on, off, over, forward, backward, side-to-side)
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond to changes in tempo, beat, rhythm, or music style through their movement.
- Correct a movement error in response to feedback.
- Develop and improve motor skills and performance through practice.
- Practice dance steps/skills to increase eye-hand, eye-foot coordination.
- Demonstrate basic social dance steps.
- Dance independently and cooperatively with a partner or small group.
- Utilize developmentally appropriate

- Physical Education for Young Children: Movement ABC’s for the Little One
- <http://www.pecentral.org/>
- <http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html>
- <http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

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<p>cooperative strategies in games and activities.</p> <ul style="list-style-type: none"><li>● Make appropriate choices when engaged in independent and group activities.</li><li>● Engage and practice in strategy concepts during activities.</li><li>● Demonstrate basics of relay running.</li><li>● Demonstrate the difference between jogging, running, and sprinting.</li></ul>	

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**Accommodations/Modifications**

**English Language Learners:**

- Pair ELL student with student who speaks English and is able to communicate with student's native language
- Break down directions into one-step tasks
- Use Google Translator
- Provide extended time
- Speak clearly and slowly
- Avoid slang and idiomatic expressions

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide student with cool off location

**Students at Risk of Failure:**

- Students' Motivation
  - Interest
  - Build confidence
  - Independence
  - Enjoyment
- Give student leadership positions if possible

**Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Providing needed resources (paper, pencils, computer time, Physical Education attire)
- Be flexible with assignments

**Culturally Diverse:**

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals when possible

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<b>Unit 2: Wellness</b>	<b>Duration: 20 days</b>
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**Standards/Learning Targets**

**New Jersey Student Learning Focus Standards:**

- **2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
- **2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- **2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**New Jersey Student Learning Supporting Standards:**

- **2.6- Fitness**
- **2.6.2. A.1** Explain the role of regular physical activity in relation to personal health.
- **2.6.2. A.2** Explain what it means to be physically fit and engage in moderate to vigorous age appropriate activities that promote fitness.
- **2.6.2. A.3** Develop a fitness goal and monitor progress towards achievement of the goal.
- **2.5- Motor Skill Development**
- **2.5.2.B.1** Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- **2.5.2. C.2** Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- **2.1 Wellness**
- **2.1.2. A.1** Explain what being “well” means and identify self-care practices that support wellness.
- **2.1.2. B.1** Explain why some foods are healthier to eat than others.

**Primary Interdisciplinary Connections:**

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.1.1. Participate in collaborative conversations with diverse partners about grades K, 1 and 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

**Technology Standards:**

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- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- **F: Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- 21st Century Themes/Career Readiness:**
- **CRP1.** Act as a responsible and contributing citizen and employee.
  - **CRP3.** Attend to personal health and financial well-being.
  - **CRP4.** Communicate clearly and effectively and with reason.
  - **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
  - **CRP11.** Use technology to enhance productivity.
- 21st Century Life and Career Standards:**
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
  - 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
  - 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Evidence of Student Learning**

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Teacher Checklist</li> <li>● Verbal question &amp; answer</li> <li>● Self-evaluation of performance and progress</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● End of unit project</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student participation</li> <li>● Fitnessgram</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Baseline SGO</li> <li>● Mid-year SGO</li> </ul>

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<ul style="list-style-type: none"> <li>● Rubric score</li> <li>● Performance Test</li> </ul>	<ul style="list-style-type: none"> <li>● End of Year SGO</li> </ul>
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● I will protect others and myself from germs.</li> <li>● I can make choices to keep myself safe.</li> <li>● I can share my concerns and fears with trusted adults.</li> <li>● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices</li> <li>● I can make informed decisions about taking care of myself.</li> <li>● I understand the basic concept of hygiene, disease prevention, and good health habits</li> <li>● I will protect others and myself from germs.</li> <li>● I can be a friend to students with Asthma and Allergies</li> <li>● Being aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> <li>● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices</li> <li>● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>● We have body parts inside and out that must work together to keep us alive and healthy.</li> <li>● There are many short and long term health benefits and risks associated with nutritional choices</li> <li>● It is my responsibility to make healthy food choices.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do I understand myself so that I can communicate with others?</li> <li>● How can I understand and communicate my feelings appropriately?</li> <li>● How do I recognize and communicate my needs effectively?</li> <li>● How do I recognize the feelings and needs of others?</li> <li>● How do I understand myself so that I can communicate with others?</li> <li>● How can I understand and communicate my feelings appropriately?</li> <li>● How do I recognize and communicate my needs effectively?</li> <li>● How do I recognize the feelings and needs of others?</li> <li>● What causes optimal growth and development?</li> <li>● To what extent can we keep ourselves disease free?</li> <li>● What's inside our body?</li> <li>● What roles do body systems have in keeping us alive?</li> <li>● What makes a food healthy?</li> <li>● Why do I choose to eat what I do?</li> <li>● Can children make their own healthy choices?</li> <li>● How can you learn to like yourself?</li> </ul>
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- The foods I eat can affect my growth and development.
- There are numerous health and fitness programs available that provide a variety of services.
- Developing self-esteem, resiliency, tolerance and coping skills, support social and emotional health.

### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- **Introduction of Fitnessgram Tests-** Students will be assessed on Curl Ups, Push Ups, Sit and Reach, Pacer, Shoulder Stretch
- **Four Corner Fitness-** Students will be performing a locomotor movement around the perimeter of the gym until signaled to stop. Upon stopping the students will go to the closest cone. Teacher rolls a die to see which group of students will get to perform an exercise activity.
- **Healthy Heart-** Students will find/ take their pulse. And, explain the difference between moderate and vigorous activity.

#### Varied Levels of Text:

- Physical Education for Young Children: Movement ABC's for the Little One
- <http://www.pecentral.org/>
- <http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html>
- <http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

### Accommodations/Modifications

#### English Language Learners:

- Pair ELL student with student who speaks English and is able to communicate with student's native language
- Break down directions into one-step tasks
- Use Google Translator
- Provide extended time
- Speak clearly and slowly
- Avoid slang and idiomatic expressions

#### Special Education/504 Plans/Students with Disabilities:

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<ul style="list-style-type: none"> <li>● Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan</li> <li>● Provide student with cool off location</li> </ul> <p><b>Students at Risk of Failure:</b></p> <ul style="list-style-type: none"> <li>● Students' Motivation             <ul style="list-style-type: none"> <li>○ Interest</li> <li>○ Build confidence</li> <li>○ Independence</li> <li>○ Enjoyment</li> </ul> </li> <li>● Give student leadership positions if possible</li> </ul> <p><b>Economically Disadvantaged:</b></p> <ul style="list-style-type: none"> <li>● Build a safe and nurturing atmosphere</li> <li>● Providing needed resources (paper, pencils, computer time, Physical Education attire)</li> <li>● Be flexible with assignments</li> </ul> <p><b>Culturally Diverse:</b></p> <ul style="list-style-type: none"> <li>● Involve families in student learning</li> <li>● Provide immediate praise and feedback</li> <li>● Respect cultural traditions</li> <li>● Provided students with necessary academic resources and materials</li> <li>● Provide visuals when possible</li> </ul>
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<b>Unit 3: Motor Skill Development:</b> Locomotor/ Non- Locomotor Skills	<b>Duration:</b> 20 days
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**Standards/Learning Targets**

<p><b>New Jersey Student Learning Focus Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</li> <li>● <b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</li> </ul>
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<p><b>New Jersey Student Learning Supporting Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>A. Movement Skills and Concepts</b> Understanding of fundamental concepts related to</li> </ul>
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effective execution of actions provides the foundation for participation in 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.4** Correct movement errors in response to feedback
- **2.5.2.B.1** Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- **C. Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- **2.5.2. C.2** Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- **2.6- Fitness A. Fitness and Physical Activity** Appropriate types and amounts of physical activity enhance personal health.
- **2.6.2. A.1** Explain the role of regular physical activity in relation to personal health.

### Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.1.1. Participate in collaborative conversations with diverse partners about grades K, 1 and 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

### Technology Standards:

- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- **C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

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**21st Century Themes/Career Readiness:**

- **CRP3.** Attend to personal health and financial well-being.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP12.** Work productively in teams while using cultural global competence.

**21st Century Life and Career Standards:**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Evidence of Student Learning**

**Formative Tasks:**

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

**Alternative Assessments:**

- End of unit project

**Summative Assessments:**

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

**Benchmark Assessments:**

- Baseline SGO
- Mid-year SGO
- End of year SGO

**Knowledge & Skills**

**Enduring Understandings:**

- Developing competence in locomotor skills is important for efficient and enjoyable play.
- Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance and recreational activities.
- Understand that repetitive practice of new skills learned will enhance one's ability to play.

**Essential Questions:**

- Why is learning different ways to move important for participation in physical activity?
- What are the different locomotor skills that one needs during a physical activity?
- How can understanding movement concepts improve my performance?
- How does my use of movement influence that of others?

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<ul style="list-style-type: none"><li>● Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</li><li>● Dance helps improve agility, balance and coordination needed in other sports.</li></ul>	<ul style="list-style-type: none"><li>● How does dance improve our physical fitness?</li><li>● Why is it important to keep a safe space while we move?</li></ul>
Core Instructional & Supplemental Materials	
<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"><li>● <b>Locomotor Relay Races-</b> Students will be split into six teams and will practice performing locomotor skills through relay races.</li><li>● <b>Follow the Leader:</b> Students will demonstrate changes in time, force, and flow while safely moving in self-space. Teacher will lead the class in “Follow the Leader”. Students will mirror their teacher as they are led through a series of stationary movements in self-space. Teachers may use movements like static stretching, jumping jacks, high jumps, low jumps, marching in place, running in place, etc. to assess the students’ abilities to demonstrate the changes in time, force, and flow. Teacher will also assess for the students ability to demonstrate or explain how safety should play a role in these types of movements and activities.</li><li>● Students will develop and refine fine and gross motor skills while stationary. “Simon Says”. The teacher will align students so they are all facing forward and have appropriate room to perform in self-space. The teacher will ask the students to first mirror the movements that the teachers is performing while also</li></ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"><li>● Physical Education for Young Children: Movement ABC’s for the Little One</li><li>● <a href="http://www.pecentral.org/">http://www.pecentral.org/</a></li><li>● <a href="http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html">http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html</a></li><li>● <a href="http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html">http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html</a></li></ul>

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describing them orally. Movements like bending, twisting, jogging or marching in self-space will be performed. The teacher will then ask the students to only perform the movements that describe if they are prefaced by the term "Simon Says". As the activity progresses the teacher may use different types of equipment (yarn balls, scarves, etc.) to integrate fine motor skills. Teachers will observe students for the ability to perform the different fine and gross motor skills. Teachers will also observe the students' ability to demonstrate appropriate activity and safety rules while performing the non-locomotor movements in self-space. Teachers may use a checklist to record their observations.

### Accommodations/Modifications

#### English Language Learners:

- Pair ELL student with student who speaks English and is able to communicate with student's native language
- Break down directions into one-step tasks
- Use Google Translator
- Provide extended time
- Speak clearly and slowly
- Avoid slang and idiomatic expressions

#### Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide student with cool off location

#### Students at Risk of Failure:

- Students' Motivation
  - Interest
  - Build confidence
  - Independence
  - Enjoyment

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- Give student leadership positions if possible

**Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Providing needed resources (paper, pencils, computer time, Physical Education attire)
- Be flexible with assignments

**Culturally Diverse:**

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals when possible

<b>Unit 4: Throwing, Rolling, Kicking, Catching</b>	<b>Duration: 20 days</b>
<b>Standards/Learning Targets</b>	
<b>New Jersey Student Learning Focus Standards:</b> <ul style="list-style-type: none"><li>● <b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</li><li>● <b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</li></ul>	
<b>New Jersey Student Learning Supporting Standards:</b> <ul style="list-style-type: none"><li>● <b>2.5.2.A.1</b> Explain and perform movement skills with developmentally appropriate</li></ul>	

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Content Area: Physical Education

control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and dance)

- **2.5.2.A.3** Respond in movement to changes in tempo, beat, rhythm, or musical style.
- **2.5.2.A.4** Correct movement errors in response to feedback.
- **2.5.2.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.
- **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.

### Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation. Science

### Technology Standards:

- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

### 21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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**21st Century Life and Career Standards:**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Evidence of Student Learning**

**Formative Tasks:**

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

**Alternative Assessments:**

- End of unit project

**Summative Assessments:**

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

**Benchmark Assessments:**

- Baseline SGO
- Mid-year SGO
- End of year SGO

**Knowledge & Skills**

**Enduring Understandings:**

- Learning how to kick, bounce, hit, throw and catch a ball allows us to play different games.
- Being active can help us gain muscular strength, flexibility, balance and endurance.
- Participating in sports, games and other activities exercises our heart and other muscles.

**Essential Questions:**

- How do games and activities improve our fitness?
- How do skills and strategies improve our fitness?
- What skills and strategies are needed to achieve success while participating in various games and activities?

**Core Instructional & Supplemental Materials**

**Suggested Activities/Resources:**

- Demonstrate developmentally appropriate ways to kick/dribble a soccer or nerf ball.

**Varied Levels of Text:**

- Physical Education for Young Children: Movement ABC's for the Little One
- <http://www.pecentral.org/>

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- Demonstrate the passing of a soccer ball using the inside of students' foot.
  - Kick a ball at a stationary target.
  - Practice kicking a ball using a one-step approach.
  - Demonstrate a simple ball trap.
  - Demonstrate passing, catching, and shooting using developmentally appropriate techniques.
  - Share a ball with a partner while moving it in an open space.
  - Demonstrate the ability to pass a ball while maintaining control.
  - Demonstrate developmentally appropriate underhand and overhand throwing techniques using various balls, objects and targets.
  - Demonstrate changes in time, force and flow while moving in different directions and pathways in personal and general space while carrying a ball.
  - Practice hitting a stationary and moving target (through kicking, throwing, rolling).
  - Develop eye-hand coordination with tossing, catching, bouncing and volleying activities.
  - Develop foot-eye coordination with kicking activities, and during movement.
  - Develop and improve their skills and performance through practice.
  - Practice proper release of a ball (low to ground rolling).
  - Demonstrate proper hand positioning on a variety of balls.
  - Understand (with support) how to keep score traditionally and using modified methods.
  - Demonstrate basic offensive and defense skills.
  - Analyze developmentally appropriate throwing, catching and fielding skills.
- <http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html>
  - <http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

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<ul style="list-style-type: none"><li>● Demonstrate the fundamentals of batting/hitting and base running.</li><li>● Develop and increase students' reaction time.</li></ul>	
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**Accommodations/Modifications**

**English Language Learners:**

- Pair ELL student with student who speaks English and is able to communicate with student's native language
- Break down directions into one-step tasks
- Use Google Translator
- Provide extended time
- Speak clearly and slowly
- Avoid slang and idiomatic expressions

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide student with cool off location

**Students at Risk of Failure:**

- Students' Motivation
  - Interest
  - Build confidence
  - Independence
  - Enjoyment
- Give student leadership positions if possible

**Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Providing needed resources (paper, pencils, computer time, Physical Education attire)
- Be flexible with assignments

**Culturally Diverse:**

- Involve families in student learning
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