

Grade K-2 Physical Education Curriculum	
Course Title: Physical Education	
Philosophy	Quick Link
Unit 1: Motor Skill Development ➤ Lesson: Thag, Circle games, line games ➤ Lesson: Movement activities ➤ Lesson: Organized Sports	Quick Link
Unit 2: Fitness ➤ Lesson: Listen to your heart, and be active! ➤ Lesson 2: Training/Exercise ➤ Lesson 3: Achieving and Assessing Fitness	Quick Link

Grade K-2 Physical Education Curriculum		
(Note: Curriculum Matrix based on 180 instructional days; instructional days include assessments.)		
	Units	Instructional Days
3 Marking Periods	Unit 1: Motor Skill Development	35 Instructional Days
1 Marking Period	Unit 2: Fitness	15 Instructional Days

Philosophy
<p>The philosophy of the Florham Park Physical Education program is to create a learning atmosphere that emphasizes wellness, physical fitness, social and emotional growth, and to encourage students to lead physically active lifestyles. Our focus is to help students become lifelong learners about wellness and have comprehensive movement experiences that focus on fun, involvement, character, self-esteem, fitness, and total well being for our students. The physical education program involves the “total child” and includes physical, mental, social, and emotional growth experiences.</p> <p>Regular involvement in physical activity has been proven to increase test performance, raise self-esteem, reduce the incidence of life threatening disease and produce a positive impact on the social and emotional well being of an individual. The Physical Education program provides an opportunity for the optimal physical and emotional development of an individual. It is an integral part of the educational program and provides another discipline in which a person can become fully educated. This discipline augments other disciplines in attempting to develop young people with integrated personalities capable of functioning at a high level of efficiency in work, recreation, and everyday activities.</p> <p>The lesson structures are based on the best available scientific knowledge covering a broad range of relevant physical education concepts and are designed, selected, and conducted in accordance with the needs, interests, and maturity levels of the individual students and with the needs of the community at large. The Florham Park Physical</p>

Education program is a well-organized, sequential program that will allow the students to develop the skills necessary to build upon in subsequent years. Students will progress through a variety of units such as Fitness, Individual Sports, Team Sports, Project Adventure, Large Group Activities, and Dance. Emphasis is on the skills necessary to participate in team sports-including kinesthetic and traditional sports skills as well as learning the rules and regulations of the various sports' activities. These skills are presented through cooperative activities, which fosters all students' ability to be a positive member of a team or group.

Becoming physically educated is a developmental process that begins in early childhood and continues throughout life. A quality physical education program is needed for students to be physically active throughout their lifetime and reap the benefits of doing so. The Florham Park Physical Education program provides students with a multitude of important learning experiences that cannot be duplicated in other environments. We believe that a quality Physical Education program is fundamental for our students.

Unit: Motor Skill Development	Grade: K-2
<p>Unit Summary: This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life.</p> <p>Unit Rationale: In this unit students must participate in a wide range of developmentally appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.</p> <p>Content Statements Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Teamwork consists of effective communication and other interactions between team members. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>	
NJ Student Learning Standards	
<p>Standards 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well being. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Primary interdisciplinary connections: math, music, health, science 21st century themes: Civic Literacy and Health Literacy</p>	
CPI #	Cumulative Progress Indicator (CPI)
2.5.2 A 1-4	<ol style="list-style-type: none"> 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. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 3. Respond in movement to changes in tempo, beat, rhythm, or musical style.

	4. Correct movement errors in response to feedback.
2.5.2 B 1-4	<ol style="list-style-type: none"> 1. Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. 2. Explain the difference between offense and defense. 3. Determine how attitude impacts physical performance. 4. Demonstrate strategies that enable team members to achieve goals.
2.5.2 C 1-2	<ol style="list-style-type: none"> 1. Explain what it means to demonstrate good sportsmanship. 2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Enduring Understandings/Goals		Essential Questions	
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Good sportsmanship is important to have a successful and fun game. ● Rules are important so no one gets hurt. ● If you are healthy you will do better in your sports activities. ● If you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals. <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Understand why sportsmanship is important ● Learn basic safety rules ● Explain why being healthy contributes to safe and improved performance ● Explain how mental attitude influences physical performance ● Participate in developmentally appropriate games. 		<ul style="list-style-type: none"> ● Why is good sportsmanship important? ● Why are basic activity and safety rules important? ● How does being healthy contribute to safe and improved performance? ● How does mental attitude influence physical performance? 	
Lesson	Teaching Points		

<p>Lesson 1: Tag, circle games, continuous games, line games (4-6 classes)</p>	<p>Goals/ Objectives</p>	<p>Learning Activities/ Instructional Strategies</p>
	<p>Students:</p> <ul style="list-style-type: none"> ● Explain why good sportsmanship is important ● Explain why basic activity and safety rules are important ● Explain why being healthy contributes to safe and improved performance. ● Explain how mental attitude influences physical performance. ● Participate in games that require organization of the entire class 	<p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> 1. Review rules for games 2. Choose any of the following: <ol style="list-style-type: none"> a. Tag games – chasing base, flag and popcorn tag b. Continuous games – pinball, and parachute c. Circle games – pinball d. Line games – pinball, roller dodgeball, and cut the cake Relay activities involving running, hopping, galloping, skipping and sliding 3. Discuss outcomes of the games

<p>Lesson 2: Movement activities (4-6 classes)</p>										
<p>Goals/ Objectives</p>	<p>Learning Activities/ Instructional Strategies</p>									
<p>Students:</p> <ul style="list-style-type: none"> ● Develop problem solving skills ● Become aware of what their bodies are capable of ● Develop a better self image ● Explain how changes in direction, pathways and levels can alter movement. ● Show how changes in rhythm, tempo, beat, and musical style can alter movement. 	<p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> 1. Explain activity and rules <ol style="list-style-type: none"> a. Use any of the following: <ol style="list-style-type: none"> i. Ground tumbling and apparatus – basic individual stunts. b. Rhythms: <ol style="list-style-type: none"> i. Exercise warm-ups to music ii. Free movement to music <table border="1" data-bbox="1213 646 1877 812"> <tr> <td data-bbox="1213 646 1541 695"> <p>Dances:</p> </td> <td data-bbox="1541 646 1877 695"> <p>Marching Games to music</p> </td> </tr> <tr> <td data-bbox="1213 695 1541 743"> <p>a. Twist</p> </td> <td data-bbox="1541 695 1877 743"> <p>a. Freeze</p> </td> </tr> <tr> <td data-bbox="1213 743 1541 792"> <p>b. Hokey Pokey</p> </td> <td data-bbox="1541 743 1877 792"> <p>b. Clam Free</p> </td> </tr> <tr> <td data-bbox="1213 792 1541 812"> <p>c. Bunny Hop</p> </td> <td data-bbox="1541 792 1877 812"> <p>c. Hot Potato</p> </td> </tr> </table> <ul style="list-style-type: none"> ● Exploration of bodies in relationship to: balance, space, speed, force, and change of direction. ● Exploration with and sharing uses of different play objects – hula hoops, balls, streamers, plastic tubes ● Exploration lesson directly related to classroom activities – forming alphabet letters with bodies, 9 in groups to form words with bodies, forming numbers with bodies, working in groups to form simple math problems. 		<p>Dances:</p>	<p>Marching Games to music</p>	<p>a. Twist</p>	<p>a. Freeze</p>	<p>b. Hokey Pokey</p>	<p>b. Clam Free</p>	<p>c. Bunny Hop</p>	<p>c. Hot Potato</p>
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Lesson 3: Organized sports (throughout the year)

Goals/ Objectives	Learning Activities/ Instructional Strategies																					
<p>Students:</p> <ul style="list-style-type: none"> ● Explain why good sportsmanship is important. ● Explain why basic activity and safety rules are important. ● Explain why being healthy contributes to safe and improved performance. ● Explain how mental attitude influences physical performance. ● Perform developmentally controlled movement skills 	<p><i>Lesson Sequence:</i></p> <p>Soccer</p> <ol style="list-style-type: none"> 1. Safety 2. Basic skills: <table border="1" data-bbox="1211 435 1766 505"> <tr> <td>a. Trap</td> <td>b. Pass</td> <td>c. Dribble</td> </tr> <tr> <td>d. Volley</td> <td colspan="2">e. Goalie skills</td> </tr> </table> 3. Skill drills on items listed above 4. Lead-up games involving skills: <table border="1" data-bbox="1211 570 1766 639"> <tr> <td>a. Circle dribble</td> <td>b. Goalie person</td> <td>c. Line soccer</td> </tr> </table> <p>Football</p> <ol style="list-style-type: none"> 1. Safety 2. Basic skills presented: <table border="1" data-bbox="1211 732 1766 802"> <tr> <td>a. Throwing</td> <td>b. Catching</td> <td>c. Running</td> </tr> <tr> <td>d. Punting</td> <td colspan="2">e. Centering</td> </tr> </table> 3. Skill drills on items listed above 4. Lead-up games involving skills: <ol style="list-style-type: none"> a. Flag tag b. Three-man plays (quarterback, passers and receiver) <p>Basketball</p> <ol style="list-style-type: none"> 1. Safety 2. Basic skills presented: <table border="1" data-bbox="1211 1057 1625 1252"> <tr> <td>a. Dribbling</td> <td>b. Passing (baseball, chest & bounce)</td> </tr> <tr> <td>c. Shooting (underhand and overhand)</td> <td>d. Use of backboard in shooting lay-ups</td> </tr> </table> 3. Skill drills on items listed above 4. Lead-up games involving skills <table border="1" data-bbox="1211 1317 1556 1386"> <tr> <td>a. Line basketball</td> <td>b. Shoot-off</td> </tr> </table> 	a. Trap	b. Pass	c. Dribble	d. Volley	e. Goalie skills		a. Circle dribble	b. Goalie person	c. Line soccer	a. Throwing	b. Catching	c. Running	d. Punting	e. Centering		a. Dribbling	b. Passing (baseball, chest & bounce)	c. Shooting (underhand and overhand)	d. Use of backboard in shooting lay-ups	a. Line basketball	b. Shoot-off
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		<table border="1"> <tr> <td>c. 1 on 1</td> <td>d. 2 on 2</td> </tr> </table> <p>Floor Hockey</p> <ol style="list-style-type: none"> Safety Basic skills presented: <table border="1"> <tr> <td>a. Sticks</td> <td>b. Pucks</td> </tr> <tr> <td>c. Passing</td> <td>d. Defending the goal</td> </tr> </table> <ol style="list-style-type: none"> Skill drills on items listed above Lead-up games involving skills one-on-one scoring <p>Volleyball</p> <ol style="list-style-type: none"> Safety Basic skills <table border="1"> <tr> <td>a. Volley</td> <td>b. Serve</td> </tr> <tr> <td>c. Set-up</td> <td>d. Rotation</td> </tr> </table> <ol style="list-style-type: none"> Skill drills on items listed above using balloons, beach balls in grades 1 and 2. Use of volleyballs in grade 3 	c. 1 on 1	d. 2 on 2	a. Sticks	b. Pucks	c. Passing	d. Defending the goal	a. Volley	b. Serve	c. Set-up	d. Rotation
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<p>Skills (Students will be able to...)</p> <ul style="list-style-type: none"> Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skill
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Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher observation Student participation Skill checks Preparedness Participation Sportsmanship 	<p>Special Education:</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation: All games can be modified according to individual needs</p>

<ul style="list-style-type: none"> • Cooperation 	
<p>Summative Assessments:</p>	<ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i>
<ul style="list-style-type: none"> • At the end of each lesson or unit as needed • Equipment needed: District provided physical education equipment (yarn balls, hoops, playground balls, etc.) 	<p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i>
<p>Benchmark Assessments:</p>	<p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
<ul style="list-style-type: none"> • Timed jogging • muscle strength (sit ups) • muscle strength (push ups) • shoe tying 	<p>English Language Learners:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Alternative Assessments:</p>	<p>Students at Risk for Failure:</p>
<ul style="list-style-type: none"> • Physical Therapy • Occupational Therapy Assessments • Individual goal based formative assessments 	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Gifted and Talented:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students with 504 Plans:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources:
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • <i>Lesson Plans for Dynamic Physical Education for Elementary School Children</i> • <i>Standards-Based Physical Education Curriculum Development</i> • <i>No Standing Around in My Gym</i> • Education World • PE Central <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Shape • Consult with OT and PT • Meet with child study team 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • All necessary physical education equipment: coated foam balls, cones, parachute, yarn balls, knobby balls, scarves and all other equipment provided by the district. <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • modified equipment- tacky ball with knobs to make catching easier, large size balls easier for tracking for both catching and kicking. <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Occupational Therapy Equipment • Physical Therapy Equipment
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Heart rate • History and the olympics • Geography and the state superbowl map • Wellness • Health and nutrition 	<ul style="list-style-type: none"> • Music on CDs • Videos of physical skills • Sportsmanship videos
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Health Literacy • Critical Thinking and Problem Solving • Creativity and Innovation • Communication and Collaboration • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Watch instructional video • Jump rope for Heart Web page • Listen to books on CDs, tapes, videos or podcasts if available

Career Education	Global Perspective
<ul style="list-style-type: none"> ● Jump Rope for Heart Representative ● Field Trip to NY Jet Stadium ● Video clips of professional athletes ● New Jersey Educational Field Trip 	<ul style="list-style-type: none"> ● National Hispanic-Latino Heritage Month ● National Disability Employment Awareness Month ● National American Indian Heritage Month ● Black History Month ● National Women’s History Month, ● National Irish-American Heritage Month ● National Italian American Heritage Month ● Asian Pacific American Heritage ● Older Americans’ Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16)

Unit: Fitness	Grade: K-2
<p>Unit Summary: This unit enables students to understand the components of health-related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).</p> <p>Unit Rationale: In this unit students learn how each component of fitness is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p> <p>Content Statement: Appropriate types and amounts of physical activity enhance personal health.</p>	
<p>NJ Student Learning Standards</p>	
<p>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</p> <p>Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>Primary interdisciplinary connections: math, music, health, science</p> <p>21st century themes: Civic Literacy and Health Literacy</p>	

CPI #	Cumulative Progress Indicator (CPI)					
2.6.2.A.1-3	<ol style="list-style-type: none"> 1. Explain the role of regular physical activity in relation to personal health. 2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 3. Develop a fitness goal and monitor progress towards achievement of the goal. 					
Enduring Understandings/Goals		Essential Questions				
<ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. <p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> • Understand concepts of movement • Recognize the amount of exercise they need to help them stay fit • Develop a personal fitness program 		<ul style="list-style-type: none"> • Why do I have to understand concepts of movement when I can already perform the movement? • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 				
Lessons	Teaching Points					
<p>Lesson 1: Listen and Be Active (4-6 classes)</p>	<table border="1"> <tr> <td data-bbox="516 1208 1203 1268">Goals/ Objectives</td> <td data-bbox="1203 1208 1892 1268">Learning Activities/ Instructional Strategies</td> </tr> <tr> <td data-bbox="516 1268 1203 1398"> <i>Students:</i> <ul style="list-style-type: none"> • Identify active and resting heart rate </td> <td data-bbox="1203 1268 1892 1398"> <i>Lesson Sequence</i> <ul style="list-style-type: none"> • For this activity, you need one stethoscope for every two students and alcohol wipes to clean the earpieces. </td> </tr> </table>		Goals/ Objectives	Learning Activities/ Instructional Strategies	<i>Students:</i> <ul style="list-style-type: none"> • Identify active and resting heart rate 	<i>Lesson Sequence</i> <ul style="list-style-type: none"> • For this activity, you need one stethoscope for every two students and alcohol wipes to clean the earpieces.
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	<ul style="list-style-type: none"> The student will identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing 	<p>Explain that the heart is about the size of a fist. As students open and close their fists to simulate the pumping motion of the heart, have them describe the location and function of the heart. Explain that the heart is really a very strong muscle and that it needs exercise to stay strong and healthy. Play an audiotape of heart sounds (available from the American Heart Association), and discuss the different sounds. Students chant the “lub-dub” sounds. Demonstrate the use of a stethoscope, and then pair students to hear each other’s resting heartbeat. Next, students jog in place for one minute and then try to listen to their partner’s heartbeat again. Discuss the differences (e.g., heart beating faster, moving more blood to the muscles, pumping harder).</p> <ul style="list-style-type: none"> For this activity, create a number of movement skill stations. Ask students what it means to be in shape. Write the students’ responses on the board. Write the words Active and Inactive on the board and ask students to define them. Divide the class into small groups to list and/or illustrate three things they do to keep active and three inactive things they do. Reconvene the class and create a master list. Send each small group to a movement station to become active. Activities at each station are performed to a variety of musical selections. After each group has completed all the stations, reconvene the entire class. Show the class posters or pictures that illustrate activity and inactivity. Students classify the pictures and justify their answers (e.g., it makes your heart beat faster, you use your whole body). Students draw a picture of themselves being active. Post the pictures in the gym or on a bulletin board. For this activity, create a series of posters that illustrate each component of health-related fitness. Each component is represented by a character, such as “Flexible Bill” (flexibility) or “B. C. Body” (body
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		<p>composition). Each character should clearly illustrate the fitness concept. Use the posters to teach the concepts, and then place the posters on the wall. Each week, students bring in pictures showing people participating in fitness activities. Students place the pictures under the appropriate poster. Use the posters to continuously reinforce the fitness components throughout the school year.</p>				
<p>Lesson 2: Training/Exercise (4-6 classes)</p>	<table border="1"> <thead> <tr> <th data-bbox="520 602 1192 662">Goals/ Objectives</th> <th data-bbox="1213 602 1896 662">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 667 1192 1356"> <p><i>Students:</i></p> <ul style="list-style-type: none"> • Explain that too much or not enough exercise can be harmful </td> <td data-bbox="1213 667 1896 1356"> <p><i>Lesson Sequence</i></p> <ul style="list-style-type: none"> • Brainstorm ways students can keep active. Ask students how many minutes they should be active every day in order to keep healthy. Write 30 minutes a day on the board, and explain that this recommendation comes from national experts. Explain that those experts also recommend safe and healthy ways to exercise and keep active. Write 5-20-5 on the board. Explain that each 30-minute workout session should have a beginning, middle, and end—just like a good story. Under the appropriate number, write the words warm-up, workout, and cool-down. Lead students through each segment of a workout, emphasizing the transition to the next segment and reinforcing why each part is important. Divide the class into three smaller groups. Each group designs an example of one aspect of the workout and shares it with the class. • Variation: Students calculate the number of minutes spent warming up, working out, and cooling down over a one-week or one-month period and graph each segment. </td> </tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p><i>Students:</i></p> <ul style="list-style-type: none"> • Explain that too much or not enough exercise can be harmful 	<p><i>Lesson Sequence</i></p> <ul style="list-style-type: none"> • Brainstorm ways students can keep active. Ask students how many minutes they should be active every day in order to keep healthy. Write 30 minutes a day on the board, and explain that this recommendation comes from national experts. Explain that those experts also recommend safe and healthy ways to exercise and keep active. Write 5-20-5 on the board. Explain that each 30-minute workout session should have a beginning, middle, and end—just like a good story. Under the appropriate number, write the words warm-up, workout, and cool-down. Lead students through each segment of a workout, emphasizing the transition to the next segment and reinforcing why each part is important. Divide the class into three smaller groups. Each group designs an example of one aspect of the workout and shares it with the class. • Variation: Students calculate the number of minutes spent warming up, working out, and cooling down over a one-week or one-month period and graph each segment. 	
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		<ul style="list-style-type: none">● Explain that students need to learn how to pace themselves, that is, to exercise at the right speed, so they can last the entire 30 minutes without quitting. To experience this concept, design a simple circular running area, about 200 yards in length. Students run continuously for a specific time around the course (four to five minutes). Students may run with friends. Every time a student passes the starting point, hand him/her a popsicle stick or poker chip. At the end of the designated time, each student counts the number of sticks or chips. Allow a rest period and then repeat the exercise. The goal is to receive the same amount of sticks or chips on the second run as on the first. After all students have completed the second run, discuss the results and emphasize pacing.● Variation: Students predict their own performance (the number of times completing the course) and compare results.● Create illustrations of various stretching exercises, laminate the pictures, and hang them around the gym. Each student needs a small mat or carpet square to create self-space. Demonstrate a simple stretch, and then have students imitate your actions. As you demonstrate each stretch, explain the importance of performing each stretch slowly. (Have the students count to 10 to establish a rhythm.) Students move to a stretch station (one of the posters on the wall) and try to copy the stretch illustrated on the poster. Circulate to ensure students are performing the movements correctly and counting to 10. Reconvene the class, outline the important points on the board, and lead the class in one final stretch.● Variation: As you show each illustration, the entire class stretches together. Repeat this activity on a regular basis to emphasize appropriate stretching techniques.● Variation: Students list the times and places when stretching might be performed (e.g., when they get out
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		<p>of bed in the morning, after sitting at their desk for a long time) and demonstrate those kinds of stretches.</p> <ul style="list-style-type: none"> ● Explain the concept of aerobic endurance—the heart, lungs, and muscles can perform exercise over a long period of time. Students participate in regularly scheduled activities designed to increase their endurance, performing a specified locomotor movement (e.g., run, walk, skip) over a measured pathway. Gradually increase the duration of the activity over time. As part of the activity, students choose to “travel” to a popular resort area or city, compute the mileage necessary to reach the destination, and log the number of miles of locomotor movement attained. Students display their journey on a large classroom map. 				
<p>Lesson 3: Assessing and Achieving Fitness (2-4 classes)</p>	<table border="1"> <thead> <tr> <th data-bbox="510 784 1199 846">Goals/ Objectives</th> <th data-bbox="1199 784 1898 846">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="510 846 1199 1421"> <p><i>Students:</i></p> <ul style="list-style-type: none"> ● Engage in moderate to vigorous physical activity that develops all components of fitness. </td> <td data-bbox="1199 846 1898 1421"> <p><i>Lesson Sequence</i></p> <ul style="list-style-type: none"> ● Begin this activity by asking: “Who’s got muscle?” (Students will name super heroes, TV or movie stars or athletes.) Point out muscles in the arms, legs, etc. Next, have students participate in a variety of muscular strength and endurance tasks. If you have permanent playground equipment, such as a horizontal ladder or monkey bars, use them as stations. Establish several stations and review the activity to be performed at each station. Divide the class into small groups and begin one group at each station. Rotate stations every two to three minutes. After all students have completed the fitness tasks, reconvene the group and discuss how they used their muscles. ● The purpose of this activity is to have everyone walk one mile. Use a specific walking course, give each student a popsicle stick or chip to keep track of each </td> </tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p><i>Students:</i></p> <ul style="list-style-type: none"> ● Engage in moderate to vigorous physical activity that develops all components of fitness. 	<p><i>Lesson Sequence</i></p> <ul style="list-style-type: none"> ● Begin this activity by asking: “Who’s got muscle?” (Students will name super heroes, TV or movie stars or athletes.) Point out muscles in the arms, legs, etc. Next, have students participate in a variety of muscular strength and endurance tasks. If you have permanent playground equipment, such as a horizontal ladder or monkey bars, use them as stations. Establish several stations and review the activity to be performed at each station. Divide the class into small groups and begin one group at each station. Rotate stations every two to three minutes. After all students have completed the fitness tasks, reconvene the group and discuss how they used their muscles. ● The purpose of this activity is to have everyone walk one mile. Use a specific walking course, give each student a popsicle stick or chip to keep track of each 	
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		<p>lap. At the end of the mile, discuss the benefits of walking (e.g., better health, breathing fresh air, looking at nature).</p> <ul style="list-style-type: none"> Complete Track and Field Activities: <p>Basic skills</p> <table border="1"> <tr> <td>a. Running</td> <td>b. Jumping</td> <td>c. Throwing</td> </tr> </table> <p>Skill drills using the above skills</p> <table border="1"> <tr> <td>a. Dash</td> <td>e. Whiffle Ball Throw</td> </tr> <tr> <td>b. Distance Running</td> <td>f. Run and Jump</td> </tr> <tr> <td>c. Relay Running</td> <td>g. Hurdles</td> </tr> <tr> <td>d. Frisbee Throw</td> <td></td> </tr> </table> <p>Field day event preparations</p> <p>Jump Rope For Heart</p> <table border="1"> <tr> <td>Short ropes</td> <td>Long ropes</td> </tr> <tr> <td>a. Warm ups</td> <td>a. Warm ups</td> </tr> <tr> <td>b. Jumping over rope on ground</td> <td>b. High water-low water</td> </tr> <tr> <td>c. Turning and jumping</td> <td>c. Turning</td> </tr> <tr> <td>d. Shaping ropes into alphabet letters and shapes on the ground</td> <td>d. Jumping</td> </tr> <tr> <td></td> <td>e. Jumping in and out of moving rope</td> </tr> <tr> <td></td> <td>f. Rhymes</td> </tr> <tr> <td></td> <td>g. Snakes</td> </tr> </table>	a. Running	b. Jumping	c. Throwing	a. Dash	e. Whiffle Ball Throw	b. Distance Running	f. Run and Jump	c. Relay Running	g. Hurdles	d. Frisbee Throw		Short ropes	Long ropes	a. Warm ups	a. Warm ups	b. Jumping over rope on ground	b. High water-low water	c. Turning and jumping	c. Turning	d. Shaping ropes into alphabet letters and shapes on the ground	d. Jumping		e. Jumping in and out of moving rope		f. Rhymes		g. Snakes
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<ul style="list-style-type: none"> Understand concepts of movement 																													

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p>	<p>Special Education:</p>

<ul style="list-style-type: none"> • Teacher observation • Student participation • Skill checks • Preparedness • Participation • Sportsmanship • Cooperation 	<ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Summative Assessments:</p>	<p>Differentiation: All games can be modified according to individual needs</p>
<ul style="list-style-type: none"> • At the end of each lesson or unit as needed • Equipment needed: District provided physical education equipment (yarn balls, hoops, playground balls, etc.) • Poster • Timed Logs • Shoe tying test • Jump Rope Frequency 	<ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i>
<p>Benchmark Assessments:</p>	<p>High-Prep Differentiation:</p>
<ul style="list-style-type: none"> • Timed jogging • muscle strength (sit ups) • muscle strength (push ups) • shoe tying 	<ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i>
<p>Alternative Assessments:</p>	<p>Low-Prep Differentiation:</p>
<ul style="list-style-type: none"> • Physical Therapy • Occupational Therapy Assessments • Individual goal based formative assessments 	<p>English Language Learners:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Gifted and Talented:</p>
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	<p>Students with 504 Plans:</p>

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<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources:</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • <i>Lesson Plans for Dynamic Physical Education for Elementary School Children</i> • <i>Standards-Based Physical Education Curriculum Development</i> • <i>No Standing Around in My Gym</i> • Education World • PE Central <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Shape • Consult with OT and PT • Meet with child study team 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • All necessary physical education equipment: coated foam balls, cones, parachute, yarn balls, knobby balls, scarves and all other equipment provided by the district. <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • modified equipment- tacky ball with knobs to make catching easier, large size balls easier for tracking for both catching and kicking. <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Occupational Therapy Equipment • Physical Therapy Equipment
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> • Heart rate • History and the olympics • Geography and the state superbowl map • Wellness • Health and nutrition 	<ul style="list-style-type: none"> • Music on CDs • Videos of physical skills • Sportsmanship videos • Listen to books on CDs, tapes, videos, or podcasts if available • Create a word study word sort in Inspiration
<p>Integration of 21st Century Themes and Skills</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Health Literacy • Critical Thinking and Problem Solving 	<ul style="list-style-type: none"> • Watch instructional video • Jump rope for Heart Web page

<ul style="list-style-type: none"> ● Creativity and Innovation ● Communication and Collaboration ● Initiative and Self Direction ● Manage Goals and Time ● Work Independently ● Be Self-directed Learners 	<ul style="list-style-type: none"> ● Listen to books on CDs, tapes, videos or podcasts if available ● Sportsmanship videos ●
<p>Career Education</p>	<p>Global Perspective</p>
<ul style="list-style-type: none"> ● Jump Rope for Heart Representative ● Field Trip to NY Jet Stadium ● Video clips of professional athletes ● New Jersey Educational Field Trip 	<ul style="list-style-type: none"> ● National Hispanic-Latino Heritage Month ● National Disability Employment Awareness Month ● National American Indian Heritage Month ● Black History Month ● National Women’s History Month, ● National Irish-American Heritage Month ● National Italian American Heritage Month ● Asian Pacific American Heritage ● Older Americans’ Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16)