

# NEPTUNE CITY SCHOOL DISTRICT

## Physical Education Curriculum Grade Pre K- 5



NEPTUNE CITY SCHOOL DISTRICT  
Office of the Chief School Administrator, Principal  
210 West Sylvania Avenue  
Neptune City, NJ 07753

*The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.*

August 1, 2022

Document \*

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### **SCHOOL DISTRICT MISSION STATEMENT**

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

**NEPTUNE CITY SCHOOL DISTRICT**

**PHYSICAL EDUCATION  
CURRICULUM  
GRADE PRE K - 5**

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# NEPTUNE TOWNSHIP SCHOOL DISTRICT

## Physical Education

### Acknowledgements

The Physical Education Curriculum guide was developed for the Neptune Elementary Schools through the efforts of Alex Viera and Whitney Tisch in cooperation with the Curriculum Steering Committee, inclusive of Heba Abdo, Ed.D., Supervisor of STEM, and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

Mr. Vieira and Mr. Tisch are to be commended for their dedication in formatting this curriculum into UbD and their expertise in the area of Physical Education.

The Physical Education Curriculum guide was written in alignment to the New Jersey Student Learning Standards for Comprehensive Health and Physical Education (2014).

## **NEPTUNE TOWNSHIP SCHOOL DISTRICT**

### **DISTRICT MISSION STATEMENT**

The primary mission of the Neptune Township School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

## Neptune Township School District

### Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all the New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

<b>Course Title: Physical Education</b>		<b>Preschool-Grade 2 Pacing Guide</b>
<i>Note: Physical Education is a weekly course.</i>		
<b>Unit</b>		<b>Number of Weeks</b>
<b>1.</b>	Movement Education/Rhythm	<b>4-6</b>
<b>2.</b>	Wellness	<b>3-6</b>
<b>3.</b>	Manipulative Skills	<b>6-10</b>
<b>4.</b>	Movement/ Locomotor/Nonlocomoter Skills	<b>3-4</b>
<b>5.</b>	Lifetime/ Cooperative Activities	<b>12-18</b>

<b>Course Title: Physical Education</b>		<b>Grade 3-5 Pacing Guide</b>
<i>Note: Physical Education is a weekly course.</i>		
<b>Unit</b>		<b>Number of Weeks</b>
<b>1.</b>	Movement Education/Rhythm	<b>4-6</b>
<b>2.</b>	Wellness	<b>3-6</b>
<b>3.</b>	Manipulative Skills	<b>6-10</b>
<b>4.</b>	Movement/ Locomotor/Nonlocomoter Skills	<b>3-4</b>
<b>5.</b>	Lifetime/ Cooperative Activities	<b>12-18</b>

**Note:**

- Classes meet once per week so the pacing guide reflects number of meetings on each unit. Time frames for each unit are suggested time frames but may be adjusted based on assessment and student needs.
- Each grade level might have PLC coverage time that should be used for enrichment of the skills and concepts learned throughout each unit. Fitness stations working on movement skills, obstacle courses emphasizing locomotor skills, and strategic tag games are ideal activities due to the additional time available to go further into movement and strategic concepts.
  - Stations, skill practice, general and personal space activities are ideal for P-2 classes.
  - Skill practice and more authentic introductions to cooperative, sport, and lifetime activities are ideal for grade 3-5 classes.

<b>Course Title: Physical Education P-2</b>	<b>Unit 1: Movement Education/Rhythm</b>
<b>Unit Duration: 4-6 Weeks</b>	

<b>Unit Overview</b>
In movement education and rhythm students learn the foundations of fine and gross motor skills and practice moving and body management skills. Students will learn various pathways for movement such as curved, zigzag, or straight path. Students will move from basic spatial awareness to coordinated whole body movements and dance.

<b>STAGE 1 – DESIRED RESULTS</b>
<b>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</b>
<ul style="list-style-type: none"> <li>● 2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>● 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>● 2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).</li> <li>● 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> <li>● 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</li> </ul>

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● What are Pathways/why are they important?</li> </ul>	<ul style="list-style-type: none"> <li>● Pathways are a path, route, course, or way of moving from one point to another (curve, zigzag, straight or circular path).</li> </ul>
<ul style="list-style-type: none"> <li>● What is the difference between personal and general space?</li> </ul>	<ul style="list-style-type: none"> <li>● Practicing safe behaviors, while doing different tasks in the gym is important.</li> </ul>
<ul style="list-style-type: none"> <li>● How is your personal health and fitness affected by movement?</li> </ul>	<ul style="list-style-type: none"> <li>● Performing skills safely can improve your personal health and fitness.</li> </ul>
<ul style="list-style-type: none"> <li>● What are ways to improve your health and fitness?</li> </ul>	<ul style="list-style-type: none"> <li>● Thinking about what skill to use at the right time is important.</li> </ul>

<b>Student Learning Objectives</b>		
<b>Based Upon the NJDOE Model Curriculum</b>		
<b>GRADE: P-2</b>	<b>UNIT 1</b>	<b>UNIT NAME: Movement Education/ Rhythm</b>

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING NJSLS</b>
1	Develop and refine basic gross motor skills (i.e. walking, jogging, jumping). K	(2.5.P.A.1)
2	Demonstrate appropriate control while moving in personal and general space.(i.e. game, physical activity, dance) 1	(2.5.2.A.1, 2.5.2.A.2 )
3	Explain and demonstrate how basic movement and safety play a role in movement activity. 1	(2.5.2.C.2 )
4	Utilize refined gross motor skills in an applied setting. 2	(2.5.2.A.1)
5	Understand basic gross motor skills leads to the foundation for regular physical activity. 2	( 2.6.2.A.1, 2.5.P.A.1)
6	Demonstrate levels, direction, ranges and pathways in a controlled and applied setting. K	(2.5.2.A.1, 2.5.2.A.2 )
7	Respond to a change in tempo, beat, rhythm, and musical style while performing in time, and with appropriate force and flow. 1	(2.5.2.A.3, 2.5.2.A.2)
8	Corrects movement in response to feedback provided by both teachers and peers. 2	( 2.5.2.A.4)
9	Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style). 2	( 2.5.2.A.2, 2.5.2.A.3)

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>				
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>		
		<ul style="list-style-type: none"> <li>● E – Encouraged</li> <li>● T – Taught</li> <li>● A – Assessed</li> </ul>		
		<b>Career Ready Practices</b>		
<b>9.1</b>	<b>Personal Financial Literacy</b>			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

**Related Careers to this Unit:**

Dance instructor, choreographer, trainer

## **Technology Integration**

### **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 create and communicate knowledge.

### **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

### STAGE 2 – ASSESSMENT EVIDENCE

<b>Common Summative Assessments</b>	<ul style="list-style-type: none"><li>● Rubric on pathways, movement, and levels (see below)</li></ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"><li>● Drills and activities</li><li>● Skill development and strategies</li><li>● Observation of student performance</li><li>● Responding to feedback</li></ul>

### STAGE 3 – LEARNING PLAN

#### **Suggested Activities for Alignment**

- Obstacle course utilizing pathways and different movement skills to navigate
- Various tag games
- Movement activity/dance where movement tempo aligns to music tempo

#### **Related Careers to this Unit:**

Dance instructor, choreographer, trainer

### UNIT RESOURCES

- State of New Jersey Department of Education Model Curriculum
- Sample rubric: NJDOE Sample
- Book: PE Metrics-3rd Edition. Assessing Student Performance Using the National Standards & Grade-Level Outcomes for K-12 Physical Education, by SHAPE America
- PE Central Website: <https://www.pecentral.org/>

**CONTENT AREA: Physical Education**  
**GRADE: K Sample Rubric**  
**UNIT #: I**  
**UNIT NAME: Movement Education/Rhythm**  
**SLO #: 1,6**

Essential Elements of Movement	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Basic Movement (walking, jogging, jumping) SLO #1	Continues to refine basic movement skills	Demonstrates refined basic movement skills	Consistently demonstrates refined basic movement skills in various settings
Pathways (straight, curved, zig-zag) SLO #6	Displays little or no understanding of basic movement through various pathways	Demonstrates basic movement through various pathways in different settings	Consistently demonstrates movement pathways in various settings
Directions (forward, backward, sideways, up and down, diagonal) SLO #6	Displays little or no understanding of directional movement	Demonstrates basic movement through various directions in different settings	Consistently demonstrates directional movement in various settings
Ranges (near and far) SLO #6	Displays little or no understanding of ranges in relation to basic movement	Demonstrates understanding of near and far ranges in different settings (in relationship to others and/or objects)	Consistently demonstrates understanding of ranges in relation to basic movement in various settings
Levels (high, medium, low) SLO #6	Displays little or no understanding of levels in relation to basic movement	Demonstrates basic movement through various levels in different settings	Consistently demonstrates levels during basic movement in various settings

**Course Title: Physical Education P-2**

**Unit 2: Wellness**

**Unit Duration: 3-6 Weeks**

**Unit Overview**

In the wellness unit, students learn about nutrition and fitness so that they can adopt a healthy lifestyle. Topics covered include the five elements of fitness: muscular strength, muscular endurance, flexibility, cardio respiratory endurance, and body composition. Nutrition will be implemented into lesson topics and discussions. During this unit, fitness testing and goal setting will be areas of emphasis.

## **STAGE 1 – DESIRED RESULTS**

### **New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

- 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.
- 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 2.1.2.B.1 Explain why some foods are healthier to eat than others.
- 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.C.1 Summarize symptoms of common diseases and health conditions.
- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>Why is it important to exercise?</li> </ul>	<ul style="list-style-type: none"> <li>Setting a fitness goal and knowing how to achieve it is essential to staying fit.</li> </ul>
<ul style="list-style-type: none"> <li>What are good foods to eat?</li> </ul>	<ul style="list-style-type: none"> <li>Self-care practices such as diet, exercise, and hygiene are important parts of overall wellness.</li> </ul>
<ul style="list-style-type: none"> <li>What are symptoms of common diseases and illness? Examples include coughing, sneezing, fever, and runny nose.</li> </ul>	<ul style="list-style-type: none"> <li>The decisions you make have an effect on your overall well-being.</li> </ul>

**Based Upon the NJDOE Model Curriculum**

<b>GRADE: P-2</b>	<b>UNIT 2</b>	<b>UNIT NAME: Wellness</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
1	Explain how one's decisions to be active can have a direct impact on the way they feel. K	(2.2.2.B.2)
2	Develop decision making skills that promote participation in moderate to vigorous age appropriate physical activities. 1	(2.6.2.A.2, 2.2.2.B.2)
3	Describe how outside factors influence decision making in regards to setting a fitness goal. 2	(2.6.2.A.3, 2.2.2.B.3)
4	Explain how regular physical activity contributes to being "well". K	(2.6.2.A.1, 2.1.2.A.1)
5	Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of obtaining wellness goals. 1	(2.6.2.A.2, 2.6.2.A.3, 2.2.2.B.4)
6	Develop a fitness goal and monitor how it might affect one's overall wellness. 2	(2.6.2.A.3, 2.2.2.B.2, 2.2.2.B.4)
7	Identify the basic safety rules that should be applied when participating in any movement activity. K	(2.5.2.C.2)
8	Explain how a safe environment encourages continued participation in physical activity. 1	(2.6.2.A.1, 2.5.2.C.2)

9	Demonstrate basic activity and safety rules while engaging in moderate to vigorous age appropriate physical activity. 2	(2.6.2.A.2, 2.5.2.C.2)
10	Identify foods that promote a healthy lifestyle. K	(2.1.2.B.1)
11	Explain how healthy food choices relate to personal wellness. 1	(2.6.2.A.1, 2.1.2.B.1)
12	Determine why making healthier food choices influences long term wellness goals. 2	(2.6.2.A.3, 2.1.2.B.1)
13	Recognize how one's feelings can impact the progress toward the achievement of a wellness goal. 1	(2.6.2.A.3, 2.2.2.C.3)
14	Determine how participation in regular physical activity may help to prevent common health	(2.6.2.A.1, 2.1.2.C.1)

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>				
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>		
		<ul style="list-style-type: none"> <li>● E – Encouraged</li> <li>● T – Taught</li> <li>● A – Assessed</li> </ul>		
		<b>Career Ready Practices</b>		
<b>9.1</b>	<b>Personal Financial Literacy</b>			CRP1. Act as a responsible and contributing citizen and employee.
A	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

**Related Careers to this Unit:**  
Nutritionist, personal trainer

## **Technology Integration**

### x   **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 create and communicate knowledge.

- Fitness Logs

### **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

<b>STAGE 2 – ASSESSMENT EVIDENCE</b>	
<b>Common Summative Assessments</b>	<ul style="list-style-type: none"> <li>● Activities aligned to Wellness Rubric (see NJDOE sample rubric below) such as Q&amp;A on decision making in regards to fitness and nutrition, developing a fitness goal plan sheet and monitoring progress, and teacher observation of safe practices while completing fitness based activities.</li> <li>● Fitness assessments such as PACER, Push-up, curl-up etc.</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Q&amp;A session</li> <li>● Exit ticket</li> <li>● Fitness journal/log</li> </ul>

<b>STAGE 3 – LEARNING PLAN</b>
<p><b>Suggested Activities for Alignment</b></p> <ul style="list-style-type: none"> <li>● Nutrition themed Q&amp;A/activities</li> <li>● <u>American Heart Association Activities</u>: Hoops or Jump rope for Heart (voluntary fundraising program)</li> <li>● <u>Nutrition themed smart choices activity</u>: Create laminated pictures of various food choices both good and bad. Have students race to find a healthy plate of food. Students may work in groups or small teams. Once completed students can discuss their choices to talk about what was healthy and what was not.</li> <li>● <u>Discussion on the 5 components of fitness</u>. Muscular strength, muscular endurance, flexibility, cardio respiratory endurance, and body composition. These items should be commonly referred to throughout the year during activity closures.</li> <li>● <u>SGO based fitness assessments such as</u>: PACER test, Push-up test, curl-up test, plank test, etc.</li> </ul> <p><b>Related Careers to this Unit:</b> Nutritionist, personal trainer</p>

<b>UNIT RESOURCES</b>
<ul style="list-style-type: none"> <li>● State of New Jersey Department of Education Model Curriculum</li> <li>● Sample rubric: NJDOE Sample</li> <li>● Book: PE Metrics-3rd Edition. Assessing Student Performance Using the National Standards &amp; Grade-Level Outcomes for K-12 Physical Education, by SHAPE America</li> <li>● PE Central Website: <a href="https://www.pecentral.org/">https://www.pecentral.org/</a></li> </ul>
<b>CONTENT AREA: Physical Education</b>

**GRADE: 2 UNIT #: 2 Sample Rubric****UNIT NAME: Wellness****SLO #: 3,6,9,12,14****WELLNESS RUBRIC**

	<b>Developing/ Needs Improvement</b>	<b>Targeted</b>	<b>Exceeds Targeted</b>
Describe how outside factors may influence decision making in regards to setting fitness goals SLO #3	Displays little or no understanding of how outside factors influence decision making in regards to setting a fitness goal	Describes how outside factors influence decision making in regards to setting fitness goals	Consistently demonstrates understanding of how outside factors may positively or negatively influence decision making in regards to setting fitness goals
Develop and monitor a fitness goal and explain how it might affect one's overall wellness SLO #6	Displays little or no understanding of how developing and monitoring a fitness goal might affect one's overall wellness	Develops and monitors a fitness goal and explain how it might affect one's overall wellness	Develops and monitors a fitness goal and identifies its effect on one's overall wellness
Demonstrate basic activity and safety rules while engaging in moderate to vigorous age-appropriate physical activity SLO #9	Demonstrates little or no understanding of basic activity and safety rules while engaging in moderate to vigorous age-appropriate physical activity	Demonstrates basic activity and safety rules while engaging in moderate to vigorous age-appropriate physical activity.	Consistently demonstrates basic activity and safety rules while engaging in a variety of moderate to vigorous age appropriate physical activity
Determine why making healthier food choices influences long term wellness goals SLO #12	Displays little or no understanding of why making healthier food choices influences long term wellness	Determines why making healthier food choices influences long term wellness goals	Consistently demonstrates understanding of why making a variety of healthier food choices influence long term wellness goals
Determine how participation in regular physical activity may prevent common health conditions (diabetes, high blood pressure, etc.) SLO #14	Displays little or no understanding of why regular participation in physical activity may prevent common health conditions (diabetes, high blood pressure, etc.)	Determines how participation in regular physical activity may prevent common health conditions (diabetes, high blood pressure, etc.)	Consistently demonstrates understanding that regular participation in a variety of different physical activities may prevent common health conditions (diabetes, high blood pressure, etc.)

**Unit Duration: 6-10 Weeks**

**Unit Overview**

During the manipulative skills unit an emphasis will be placed on skill building that involves using equipment to perform gross motor skills such as jumping rope, swinging a bat, striking with a racquet, or various other uses of equipment. Performing these skills will take place in isolated and applied settings throughout the unit.

**STAGE 1 – DESIRED RESULTS**

**New Jersey Student Learning Standards for  
Comprehensive Health and Physical Education**

- 2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
- 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.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 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.

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"><li>● What are some ways you can move to a different place?</li></ul>	<ul style="list-style-type: none"><li>● The fundamental movements are, balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping and kicking. Some ways you can move are walking, running, jumping, galloping, skipping, and leaping.</li></ul>
<ul style="list-style-type: none"><li>● How can you use equipment to challenge you when it comes to moving to a different place?</li></ul>	<ul style="list-style-type: none"><li>● Using equipment can help you learn and improve movement skills. It is also a good way to challenge yourself.</li></ul>

**Based Upon the NJDOE Model Curriculum**

**GRADE: P-2**

**UNIT 3**

**UNIT NAME: Manipulative Skills**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Develop spatial and coordination skills through movement and manipulative activities such as walking on a balance beam, twirling a hula- hoop, or buttoning and unbuttoning. K	(2.5.P.A.3,2.5.2.C.2)
2	Safely demonstrate basic throwing and catching skills that develop coordination. 1	(2.5.P.A.3, 2.5.2.C.2)
3	Perform various movement and manipulative skills (kicking, striking) with developmentally appropriate control during skill practice. K	(2.5.2.A.1)
4	Demonstrate various movement and manipulative skills (throw, catch) with developmentally appropriate control during games, dance, and physical activity. 1	(2.5.2.A.1)
5	Demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during skill practice, games, and other physical activities. 2	(2.5.2.A.1, 2.6.2.A.2)
6	Identify body parts (hands, feet, knees, head) that may be used to control different objects during various manipulative activities. K	(2.5.P.A.3)
7	Manipulate objects (ball, beanbags, hula- hoops) with different parts of the body during skill practice. 1	(2.5.2.A.1)
8	Explain and demonstrate how objects (ball, beanbags, hula- hoops) should be used in practice, games, and other physical activity in a safe manner. 2	(2.5.2.A.1, 2.5.2.C.2)
9	Demonstrate changes in movement (time, force flow) while manipulating objects [bouncing, dribbling (soccer), catching] in personal and general space. 1	(2.5.2.A.1, 2.5.2.A.2, 2.5.2.C.2)
10	Demonstrate the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, striking. 2	(2.5.2.A.2, 2.5.2.A.1)

## **Technology Integration**

### **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 create and communicate knowledge.

### **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>				
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>		
		<ul style="list-style-type: none"> <li>● E – Encouraged</li> <li>● T – Taught</li> <li>● A – Assessed</li> </ul>		
		<b>Career Ready Practices</b>		
<b>9.1</b>	<b>Personal Financial Literacy</b>			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

<b>STAGE 2 – ASSESSMENT EVIDENCE</b>	
<b>Common Summative Assessments</b>	<ul style="list-style-type: none"> <li>● Peer Checklist (see sample below)</li> <li>● Manipulatives rubric (see sample below)</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Drills and activities</li> <li>● Skill development and strategies</li> <li>● Display cooperation</li> </ul>

<b>STAGE 3 – LEARNING PLAN</b>
<p><b>Suggested Activities for Alignment</b></p> <ul style="list-style-type: none"> <li>● Skill practice stations (hitting ball from a T., bouncing a ball with a racquet, passing with hockey sticks, etc.)</li> <li>● Fundamental movement stations</li> <li>● Get to Know your Body (which parts of your body are needed with the different manipulative skills). Swinging a racquet or bat utilizes the waist, legs, and feet, just as much as, hands arms and upper body. When teaching the various skills place emphasis on the areas students may easily forget such as footwork, stepping with opposition when needed, etc.</li> <li>● Jumping rope stations utilizing jump ropes, jump sticks, skip sticks, and jumping practice on agility ladders.</li> <li>● Hula hoop activities</li> <li>● Bean Bag tossing activities</li> <li>● Noodle toss and catch</li> </ul> <p><b>Related Careers to this Unit:</b> Professional athletes such as: tennis player, baseball player, golfer, etc.</p>

<b>UNIT RESOURCES</b>
<ul style="list-style-type: none"> <li>● State of New Jersey Department of Education Model Curriculum</li> <li>● Sample rubric: NJDOE Sample</li> <li>● Book: PE Metrics-3rd Edition. Assessing Student Performance Using the National Standards &amp; Grade-Level Outcomes for K-12 Physical Education, by SHAPE America</li> <li>● PE Central Website: <a href="https://www.pecentral.org/">https://www.pecentral.org/</a></li> <li>● Clipboards</li> <li>● Crayons</li> </ul>

**CONTENT AREA: Physical Education**

**GRADE: 2 Sample Rubrics**

**UNIT #: 3**

**UNIT NAME: Manipulative Skills**

**SLO #: 5,8,10**

**MANIPULATIVE SKILLS RUBRIC**

	<b>Developing/ Needs Improvement</b>	<b>Targeted</b>	<b>Exceeds Targeted</b>
Demonstrate manipulative skills with increased mastery during practice, games, and other physical activities 5	Displays little or no ability to demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during practice, games, and other physical activities	Demonstrates manipulative skills (kicking, striking, bouncing) with increased mastery during practice, games, and other physical activities	Consistently displays the ability to demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during practice, various games, and other physical activities
Explain and demonstrate how objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner 8	Displays little or no ability to explain or demonstrate how objects (ball, beanbags, hula hoops) should be used in practice, games, and other physical activity in a safe manner	Explains and demonstrates how objects (ball, beanbags, hula hoops) should be used in practice, games, and other physical activity in a safe manner	Consistently explains and demonstrates how various objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner
Demonstrate the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking 10	Demonstrates little or ability to make the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking	Demonstrates the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking	Consistently demonstrates the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking

**NJDOE Sample Assessment:**

**Directions: Peer checklist – take turns in groups of 3 noodle tossing. For the allotted time, watch your partner to see if they can do the following skills. If they can do the skill 3 times, color the smiley.**

1. Jump and Catch



2. Run and Catch



3. Reach Forward and Catch



4. Reach Overhead and Catch



<b>Course Title: Physical Education P-2</b>	<b>Unit 4: Movement/Locomotor/ Nonlocomotor Skills</b>
<b>Unit Duration: 3-4 Weeks</b>	

<b>Unit Overview</b>
<p>Students will develop and refine both gross and fine motor skills in this second movement unit of the curriculum. This unit will focus on both locomotor movements such as running, hopping skipping, galloping, jumping, and other forms of moving from one location to another; as well as nonlocomotory skills such as bending, stretching, twisting, turning, swinging, swaying, and balancing.</p>

<b>STAGE 1 – DESIRED RESULTS</b>
<b>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</b>
<ul style="list-style-type: none"> <li>● 2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>● 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</li> <li>● 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.</li> <li>● 2.5.2.A.4 Correct movement errors in response to feedback.</li> <li>● 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> <li>● 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</li> </ul>

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● Why is it important to develop locomotor and nonlocomotor skills?</li> </ul>	<ul style="list-style-type: none"> <li>● Establishing these skills in a correct manner improves overall performance in everyday activities.</li> </ul>

**Based Upon the NJDOE Model Curriculum**

<b>GRADE: P-2</b>	<b>UNIT 4</b>	<b>UNIT NAME: Movement/ Locomotor/Nonlocomotor Skills</b>
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<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING NJSLs</b>
1	Develop and refine fine and stationary gross motor skills while in self- space. (e.g. twisting, bending e.g., work towards using smaller sized manipulative during activity). K	(2.5.P.A.1, 2.5.P.A.2)
2	Demonstrate changes in time, force, and flow while moving in self- space. (e.g. stretching, curling) 1	(2.5.2.A.2)
3	Demonstrate movement in self- space (stationary) at different levels, directions, and ranges while correcting movement errors in response to teacher feedback. 2	(2.5.2.A.2, 2.5.2.A.4)
4	Demonstrate basic activity and safety rules when refining nonlocomotor skills (e.g. twisting, bending, stretching, curling). K	(2.5.2.C.2)
5	Demonstrate basic activity and safety rules and explain how they contribute to stationary movement ( e.g. twisting, curling) in a safe environment. 1	(2.5.2.C.2)
6	Explain the role that nonlocomotor skills (e.g. twisting, bending, stretching, curling) play in regular physical activity in relation to personal health. 2	(2.6.2.A.1)

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>				
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>		
				<ul style="list-style-type: none"> <li>● E – Encouraged</li> <li>● T – Taught</li> <li>● A – Assessed</li> </ul>
		<b>Career Ready Practices</b>		
<b>9.1</b>	<b>Personal Financial Literacy</b>			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

## **Technology Integration**

### **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 create and communicate knowledge.

### **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

### STAGE 2 – ASSESSMENT EVIDENCE

<b>Common Summative Assessments</b>	<ul style="list-style-type: none"><li>● Movement/ Locomotor/Nonlocomotor Skills Rubric (see sample below)</li></ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"><li>● Teacher observation of skills, rule following, and cooperation</li><li>● Drills and activities</li><li>● Skill development and strategies</li><li>● Display cooperation</li></ul>

### STAGE 3 – LEARNING PLAN

#### Suggested Activities for Alignment

- Teacher-designed gymnastics style floor routine utilizing locomotor and non-locomotor movements.
- Different locomotor stations including jumping/leaping/ running
- Different non-locomotor stations including stretching-touch your toes, bend and twist
- Using a type of locomotor/or non-locomotor between different stations
- Obstacle course implementing various locomotor and nonlocomotor skills
- Tag games using locomotor and nonlocomotor skills

### UNIT RESOURCES

- State of New Jersey Department of Education Model Curriculum
- Sample rubric: NJDOE Sample
- Book: PE Metrics-3rd Edition. Assessing Student Performance Using the National Standards & Grade-Level Outcomes for K-12 Physical Education, by SHAPE America
- PE Central Website: <https://www.pecentral.org/>

**CONTENT AREA: Physical Education**

**GRADE: 2 Sample Rubric**

**UNIT #: 4**

**UNIT NAME: Locomotor/Nonlocomotor Skills**

**SLO #: 3,6**

**LOCOMOTOR/NONLOCOMOTOR SKILLS RUBRIC**

	<b>Developing/ Needs Improvement</b>	<b>Targeted</b>	<b>Exceeds Targeted</b>
Demonstrate movement in self-space (stationary) at different levels, directions, and ranges, while correcting movement errors in response to teacher feedback SLO# 3	Displays little or no ability to demonstrate movement in self-space (stationary) at different levels, directions, or ranges while correcting movement errors in response to teacher feedback	Demonstrates movement in self-space (stationary) at different levels, directions, and ranges, while correcting movement errors in response to teacher feedback	Consistently displays the ability to demonstrate movement in self-space (stationary) at different levels, directions, and ranges, while effectively correcting movement errors in response to teacher feedback
Explain the role that nonlocomotor skills play in regular physical activity in relation to personal health SLO# 6	Displays little or no ability to explain the role that nonlocomotor skills play in regular physical activity in relation to personal health	Explains the role that nonlocomotor skills play in regular physical activity in relation to personal health	Consistently explains and demonstrates the role that nonlocomotor skills play in regular physical activity in relation to personal health

**Course Title: Physical Education P-2**

**Unit 5: Lifetime/ Cooperative Activities**

**Unit Duration: 12-18 Weeks**

**Unit Overview**

Students will work together in cooperative activities such as games, sports, dances, and other recreational activities that will utilize skills and concepts learned in the previous units of instruction. Age appropriate adaptations of lifetime activities such as racquet sports, soccer, basketball, volleyball, base running games, and various other cooperative activities with an emphasis on the skills of those activities will be the basis of this unit.

**STAGE 1 – DESIRED RESULTS**

**New Jersey Student Learning Standards for  
Comprehensive Health and Physical Education**

- 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.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.

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are lifetime/cooperative activities?</li> <li>• Why are lifetime/cooperative activities important?</li> </ul>	<ul style="list-style-type: none"> <li>• Lifetime/Cooperative activities are games, sports, dance, and other recreational activities. It's important to participate in such activities to maintain a healthy and active lifestyle.</li> </ul>
<ul style="list-style-type: none"> <li>• What is sportsmanship?</li> </ul>	<ul style="list-style-type: none"> <li>• Sportsmanship, is the ability to be fair and a generous behavior or treatment to others.</li> </ul>
<ul style="list-style-type: none"> <li>• Why is important to understand your position in an activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to perform in each position in a correct manner will improve overall performance and increase participation.</li> </ul>

### NJDOE MODEL CURRICULUM

<b>GRADE: P-2</b>	<b>UNIT 5</b>	<b>UNIT NAME: Lifetime/ Cooperative Activities</b>
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<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING NJSLs</b>
1	Distinguish between an offensive player and a defensive player during game play. K	(2.5.2.B.2)
2	Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play. 1	(2.5.2.B.2, 2.5.2.B.4)
3	Independently transition from offensive to defensive effectively during games or recreational activities. 2	(2.5.2.B.2, 2.5.2.B.4)
4	Explain what it means to display good sportsmanship. K	(2.5.2.C.1)
5	Demonstrate good sportsmanship in games or other activities. 1	(2.5.2.B.3, 2.5.2.C.1)
6	Determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities. 2	(2.5.2.B.3, 2.5.2.C.1, 2.5.2.C.2)
7	Demonstrate cooperative and competitive strategies in movement activities and modified games. K	(2.5.2.A.1, 2.5.2.B.1, 2.5.2.B.4)
8	Compare and contrast cooperative versus competitive strategies in games, sports, and movement activities. 1	(2.5.2.B.1, 2.5.2.B.4)
9	Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal. 2	(2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4)

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>				
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>		
				<ul style="list-style-type: none"> <li>● E – Encouraged</li> <li>● T – Taught</li> <li>● A – Assessed</li> </ul>
		<b>Career Ready Practices</b>		
<b>9.1</b>	<b>Personal Financial Literacy</b>			CRP1. Act as a responsible and contributing citizen and employee.
A	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

**Related Careers to this Unit:**

Professional athlete, sports coach, athletic trainer, sports official/referee

<b>STAGE 2 – ASSESSMENT EVIDENCE</b>	
<b>Common Summative Assessments</b>	<ul style="list-style-type: none"> <li>● Lifetime/ Cooperative Activities Rubric (see sample below)</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>● Skill development and strategies</li> <li>● Observation of student performance, contribution to activities, and cooperation</li> <li>● Student response to feedback</li> <li>● Drills and activities</li> <li>● Skill development and strategies</li> <li>● Display cooperation</li> </ul>

<b>Technology Integration</b>
<p><b>___ 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>
<p><b>___ 8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

### STAGE 3 – LEARNING PLAN

#### **Suggested Activities for Alignment**

- Cooperative games
- Team games utilizing various sport related skills
- Sportsmanship games
- Team building activities
- Offense vs. Defense games

#### **Related Careers to this Unit:**

Professional athlete, sports coach, athletic trainer, sports official/referee

### UNIT RESOURCES

- State of New Jersey Department of Education Model Curriculum
- Sample rubric: NJDOE Sample
- Book: PE Metrics-3rd Edition. Assessing Student Performance Using the National Standards & Grade-Level Outcomes for K-12 Physical Education, by SHAPE America
- PE Central Website: <https://www.pecentral.org/>

**CONTENT AREA: Physical Education**

**GRADE: 2 Sample Rubric**

**UNIT #: 5**

**UNIT NAME: Cooperative Games**

**SLO #: 3,6,9 COOPERATIVE GAMES RUBRIC**

	<b>Developing/ Needs Improvement</b>	<b>Targeted</b>	<b>Exceeds Targeted</b>
Independently transition from offensive to defense effectively during games or recreational activities 3	Displays little or no ability to independently transition from offensive to defense effectively during games or recreational activities	Independently transitions from offensive to defense effectively during games or recreational activities	Consistently independently transitions from offensive to defense effectively during a variety of games or recreational activities
Determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities 6	Displays little or no ability to determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities	Determines how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities	Consistently determines the variety of ways basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities
Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal 9	Displays little or no ability to explain or demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal	Explains and demonstrates how student attitudes affect cooperative strategies when trying to attain a common goal	Consistently explains and demonstrates how student attitudes affect cooperative strategies when trying to attain a common goal

**Suggested Teacher Resources**

thephysicaleducator.com  
pecentral.com  
physedgames.com  
thespecialist.com  
elementarypeteacher.com

**Suggested Enrichment Activities for Grades Preschool- 2**

Slide tag  
Silent tag  
Dance noodle tag  
Steal the egg games  
Clean the yard  
Pin Knockdown  
Clear out game using various skills/equipment  
Skill based relay races  
Scooter based obstacle course using various pathways  
Jump stick activities  
Various skill centers  
Parachute activities

<b>Course Title: Physical Education 3-5</b>	<b>Unit 1: Movement Education/ Rhythm</b>
<b>Unit Duration: 4-6 Weeks</b>	

<b>Unit Overview</b>
In movement education and rhythm students learn the foundations of the fine and gross motor skills and practice moving and body management skills. Students will learn various pathways for movement such as curved, zigzag, or straight path. Students will move from basic spatial awareness to coordinated whole body movements and dance.

<b>STAGE 1 – DESIRED RESULTS</b>	
<b>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</b>	
<ul style="list-style-type: none"> <li>● 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>● 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>● 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> <li>● 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>● 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</li> <li>● 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</li> <li>● 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> </ul>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>

<ul style="list-style-type: none"> <li>• What are Pathways and why are they important?</li> </ul>	<ul style="list-style-type: none"> <li>• Pathways are a path, route, course, or way of moving from one point to another (curve, zigzag, straight or circular path).</li> </ul>
<ul style="list-style-type: none"> <li>• What is the difference between personal and general space?</li> </ul>	<ul style="list-style-type: none"> <li>• Performing movement skills in a correct manner improves overall performance and increases participation</li> </ul>
<ul style="list-style-type: none"> <li>• How is your personal health and fitness affected by movement?</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing safe behaviors, while doing different tasks in the gym are important. Performing these skills can improve your personal health and fitness.</li> </ul>

**Based Upon the NJDOE Model Curriculum**

<b>GRADE: 3-5</b>	<b>UNIT 1</b>	<b>UNIT NAME: Movement Education/ Rhythm</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
1	Demonstrate essential elements of movement while performing non locomotor (stretching, bending) and locomotor (galloping, running) activities. 3	(2.5.4.A.1,2.5.4.A.3)
2	Perform essential elements of movement in a rhythmic activity. 3	(2.5.4.A.1,2.5.4.A.3, 2.6.4.A.2)
3	Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings. 3	(2.5.4.A.2)
4	Explain how executing essential elements of movement may affect one's personal health and fitness. 4	(2.5.4.A.1,2.5.4.A.3, 2.6.4.A.2)
5	Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance. 4	( 2.5.4.A.4)
6	Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance. 4	(2.5.6.A.1,2.5.4.A.1)
7	Explain and engage in a games, activities, or dance from a variety of different cultures and historical periods. (i.e. cricket, salsa, line dance) 5	(2.5.6.C.3)
8	Create and demonstrate a rhythmic routine/dance of smooth flowing sequential movement patterns. 5	(2.5.6.A.1)
9	Demonstrate a synchronized group rhythmic activity that engages students in moderate to vigorous physical activity. 5	(2.5.6.A.1,2.5.6.A.2)

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>				
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>		
				<ul style="list-style-type: none"> <li>● E – Encouraged</li> <li>● T – Taught</li> <li>● A – Assessed</li> </ul>
		<b>Career Ready Practices</b>		
<b>9.1</b>	<b>Personal Financial Literacy</b>			CRP1. Act as a responsible and contributing citizen and employee.
A	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

**Related Careers to this Unit:**

Dance instructor, choreographer, trainer

## **Interdisciplinary Standards**

### **New Jersey Student Learning Standards for Social Studies**

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## **Technology Integration**

### **\_\_\_\_ 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 create and communicate knowledge.

### **\_\_\_\_ 8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

<b>STAGE 2 – ASSESSMENT EVIDENCE</b>	
<b>Common Summative Assessments</b>	<ul style="list-style-type: none"> <li>● Movement Skill Level Rubric (see sample below)</li> <li>● Peer Review Checklist (See Sample Below)</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Drills and activities</li> <li>● Skill development and strategies</li> <li>● Student response to feedback</li> </ul>

<b>STAGE 3 – LEARNING PLAN</b>
<p><b>Suggested Activities for Alignment</b></p> <ul style="list-style-type: none"> <li>● Small group dance routine development: Routine should be rhythmically smooth-flowing and comprised of a variety of movement patterns. Examples of some of the movements that may make up a routine would be: high knee raises, jumping jacks, grapevines, running in place, or similar movements.</li> <li>● Obstacle course utilizing pathways and different movement skills to navigate</li> <li>● Various tag games</li> <li>● Movement activity/dance where movement speed aligns to music tempo</li> </ul> <p><b>Related Careers to this Unit:</b> Dance instructor, choreographer, trainer</p>

<b>UNIT RESOURCES</b>
<ul style="list-style-type: none"> <li>● State of New Jersey Department of Education Model Curriculum</li> <li>● Sample rubric: NJDOE Sample</li> <li>● Sample Peer Review Checklist: NJDOE Sample</li> <li>● Book: PE Metrics-3rd Edition. Assessing Student Performance Using the National Standards &amp; Grade-Level Outcomes for K-12 Physical Education, by SHAPE America</li> <li>● PE Central Website: <a href="https://www.pecentral.org/">https://www.pecentral.org/</a></li> <li>● Clipboards</li> <li>● Pencils</li> </ul>

**CONTENT AREA: Physical Education**

**GRADE: 5 Sample Rubric**

**UNIT #: 1**

**UNIT NAME: Movement Education/Rhythm**

**SLOs: # 7,8,9**

**MOVEMENT SKILL LEVEL RUBRIC**

<b>Essential Elements of movement Skills&amp; Rhythm</b>	<b>Developing/ Needs Improvement</b>	<b>Targeted</b>	<b>Exceeds Targeted</b>
Explains or engages in a game, activity, or dance from a variety of cultures or historical periods SLO# 7	Demonstrates little or no understanding of a game, activity, or dance from a variety of cultures or historical periods	Explains or engages in a game, activity, or dance from a variety of cultures or historical periods	Explains or engages in various games, activities, or dances from a variety of cultures or historical periods
Develop and demonstrate a rhythmic routine/dance comprised of smooth flowing sequential patterns SLO# 8	Displays little or no understanding of how to create and demonstrate a smooth flowing rhythmic routine/dance comprised of sequential movement patterns	Creates and demonstrates a smooth flowing rhythmic routine/dance comprised of sequential movement patterns	Consistently creates and demonstrates a variety of smooth flowing rhythmic routines/dances comprised of sequential movement patterns
Demonstrate a synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level SLO# 9	Displays inconsistent skill when demonstrating a synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level	Demonstrates a synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level	Demonstrates an advanced synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level

Sample

**Assessment: Peer Review Checklist**

**Directions:**

Students will observe 2 student created dance routines to different tempos of music. Check the box to indicate if objective was meant and write any feedback you may have for the performance in the feedback column.

	Routine 1	Feedback	Routine 2	Feedback
Was the routine synchronized, smooth and rhythmic				
Did the routine contain sequential movement patterns Did you feel like your heart rate was elevated during the routine				

**Course Title: Physical Education 3-5**

**Unit 2: Wellness**

**Unit Duration: 3-6 Weeks**

**Unit Overview**

In the wellness unit, students learn about nutrition and fitness so that they can adopt a healthy lifestyle. Topics covered include the five elements of fitness: muscular strength, muscular endurance, flexibility, cardio respiratory endurance, and body composition. Nutrition will be implemented into lesson topics and discussions. During this unit fitness testing and goal setting will be areas of emphasis.

**STAGE 1 – DESIRED RESULTS**

**New Jersey Student Learning Standards for  
Comprehensive Health and Physical Education**

- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
- 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- 2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- 2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

- 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
- 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4 Develop a personal health goal and track progress.
- 2.2.6.B.1 Use effective decision-making strategies.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● Why is it important to exercise?</li> </ul>	<ul style="list-style-type: none"> <li>● Setting a fitness goal and knowing how to achieve it is essential to staying fit.</li> </ul>
<ul style="list-style-type: none"> <li>● What are good foods to eat?</li> </ul>	<ul style="list-style-type: none"> <li>● Self-care practices such as diet, exercise, and hygiene are important parts of overall wellness.</li> </ul>
<ul style="list-style-type: none"> <li>● What are symptoms of common diseases and illness? Examples include coughing, sneezing, fever, and runny nose.</li> </ul>	<ul style="list-style-type: none"> <li>● The decisions you make have an effect on your overall well-being.</li> </ul>

**Based Upon the NJDOE Model Curriculum**

<b>GRADE: 3-5</b>	<b>UNIT 2</b>	<b>UNIT NAME: Wellness</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
1	Identify each health-related and skill-related fitness component of fitness. 3	(2.6.4.A.2)
2	Describe specific strategies that will maintain or improve each health-related and skill-related fitness component. 4	(2.6.4.A.2)
3	Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. 5	(2.6.6.A.2)

4	Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity. 3	(2.6.4.A.1)
5	Develop health-related fitness goals based on the assessment of one's personal fitness- level and track progress using health/fitness indicators. 4	(2.6.4.A.3 , 2.2.4.B.4)
6	Develop a personal fitness plan based on the assessment of one's personal fitness levels and goals. 5	(2.6.6.A.3)
7	Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan. 5	(2.6.6.A.3)
8	Identify which factors (personal, hereditary, environmental) might play a role in determining one's personal fitness level. 3	(2.6.4.A.4)
9	Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects. 4	(2.6.4.A.4, 2.1.4.B.1, 2.2.4.B.3 , 2.1.4.A.2 , 2.1.4.B.1)
10	Use knowledge of the health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals. 5	(2.6.6.A.5, 2.2.6.B.1)

### **Interdisciplinary Standards**

#### **New Jersey Student Learning Standards for Mathematics**

B. 4. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

#### **New Jersey Student Learning Standards for Science**

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>				
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>		
				<ul style="list-style-type: none"> <li>● E – Encouraged</li> <li>● T – Taught</li> <li>● A – Assessed</li> </ul>
		<b>Career Ready Practices</b>		
<b>9.1</b>	<b>Personal Financial Literacy</b>			CRP1. Act as a responsible and contributing citizen and employee.
A	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

**Related Careers to this Unit:**  
Nutritionist, personal trainer

## **Technology Integration**

### x   **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 create and communicate knowledge.

- Fitness Logs

### **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

<b>STAGE 2 – ASSESSMENT EVIDENCE</b>	
<b>Common Summative Assessments</b>	<ul style="list-style-type: none"> <li>● Wellness Rubric (see sample below)</li> <li>● Fitness assessments such as PACER, Push-up, curl-up etc.</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Q&amp;A session</li> <li>● Exit ticket</li> <li>● Fitness journal/log</li> <li>● Track/Graph fitness progress</li> </ul>

<b>STAGE 3 – LEARNING PLAN</b>
<p><b>Suggested Activities for Alignment</b></p> <ul style="list-style-type: none"> <li>● Nutrition themed Q&amp;A/activities</li> <li>● <u>American Heart Association Activities</u>: Hoops or Jump rope for Heart (voluntary fundraising program)</li> <li>● <u>Nutrition themed smart choices activity</u>: Create laminated pictures of various food choices both good and bad. Have students race to find a healthy plate of food. Students may work in groups or small teams. Once completed students can discuss their choices to talk about what was healthy and what was not.</li> <li>● <u>Discussion on the 5 components of fitness</u>. Muscular strength, muscular endurance, flexibility, cardio respiratory endurance, and body composition. These items should be commonly referred to throughout the year during activity closures.</li> <li>● <u>SGO based fitness assessments such as</u>: PACER test, Push-up test, curl-up test, plank test, etc.</li> </ul> <p><b>Related Careers to this Unit:</b> Nutritionist, personal trainer</p>

<b>UNIT RESOURCES</b>
<ul style="list-style-type: none"> <li>● State of New Jersey Department of Education Model Curriculum</li> <li>● Sample rubric: NJDOE Sample</li> <li>● Book: PE Metrics-3rd Edition. Assessing Student Performance Using the National Standards &amp; Grade-Level Outcomes for K-12 Physical Education, by SHAPE America</li> <li>● PE Central Website: <a href="https://www.pcentral.org/">https://www.pcentral.org/</a></li> </ul>

**CONTENT AREA: Physical Education**

**GRADE: 5 Sample Rubric**

**UNIT #: 2**

**UNIT NAME: Wellness**

**SLOs: # 3,6,7,10**

**WELLNESS RUBRIC**

	<b>Developing/ Needs Improvement</b>	<b>Targeted</b>	<b>Exceeds Targeted</b>
Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health related and skill related fitness components SLO# 3	Demonstrates little or no ability to explain or demonstrate specific exercises, activities, and strategies that will maintain or improve health related and skill related fitness components	Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health related and skill related fitness components	Explains and demonstrates various games, activities, and strategies that will maintain or improve health related and skill related fitness components
Develop a personal fitness plan based on the assessment of one's personal fitness levels and goals SLO# 6	Displays little or no ability to develop a personal fitness plan based on the assessment of one's personal fitness levels and goals	Develops a personal fitness plan based on the assessment of one's personal fitness levels and goals	Develops a personal fitness plan based on the assessment of one's personal fitness levels and goals
Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan SLO# 7	Displays little or no ability to identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan	Identifies and monitors health/fitness indicators through the development and implementation of a personal fitness plan	Identifies and monitors a variety of health/fitness indicators through the development and implementation of a personal fitness plan
Use knowledge of certain health factors to explain how decision-making affects physical activity, and nutrition in relation to attaining personal health and fitness goals SLO# 10	Displays little or no ability to use knowledge of certain health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals	Displays the ability to use knowledge of certain health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals	Consistently displays the ability to use knowledge of a variety of health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal

			health and fitness goals
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<b>Course Title: Physical Education 3-5</b>	<b>Unit 3: Manipulative Skills</b>
<b>Unit Duration: 6-10 Weeks</b>	

<b>Unit Overview</b>
<p>During the manipulative skills unit an emphasis will be placed on skill building that involves using equipment to perform gross motor skills such as jumping rope, swinging a bat, striking with a racquet, or various other uses of equipment. Performing these skills will take place in isolated and applied settings throughout the unit.</p>

<b>STAGE 1 – DESIRED RESULTS</b>
<b>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</b>
<ul style="list-style-type: none"> <li>● 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>● 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>● 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>● 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> <li>● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> <li>● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> </ul>

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are the fundamental (basic) movement skills?</li> </ul>	<ul style="list-style-type: none"> <li>• The fundamental movements are, balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping, and kicking</li> </ul>
<ul style="list-style-type: none"> <li>• How can you use equipment to enhance a fundamental movement skill?</li> </ul>	<ul style="list-style-type: none"> <li>• Performing a fundamental movement with a piece of equipment can enhance the overall performance of the skill being practiced.</li> </ul>

**Based Upon the NJDOE Model Curriculum**

<b>GRADE: 3-5</b>	<b>UNIT 3</b>	<b>UNIT NAME: Manipulative Skills</b>
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<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING NJSLs</b>
1	Manipulate a variety of objects with control in personal and general space. (e.g. hula hoop, jump rope, bean bags, ribbons, etc.) 3	(2.5.4.A.1)
2	Explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness. 4	(2.5.4.A.2)
3	Explain and demonstrate how to dribble, pass, and receive an object while moving with a partner. 4	(2.5.4.A.2)
4	Explain and demonstrate throwing and catching using correct mechanical techniques in games, sports and activities. 5	( 2.5.6.A.1, 2.5.6.A.2)
5	Explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports and activities. 3	(2.5.4.A.1)
6	Explain and demonstrate how to strike an object continuously with a variety of body parts and implements (hands, feet, and paddle/racquet). 4	(2.5.4.A.1, 2.6.6.A.2)
7	Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports and activities. 5	(2.5.6.A.1, 2.5.6.A.2, 2.6.6.A.2)

8	Explain and demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities. 3	(2.5.4.A.1)
9	Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities. 4	(2.5.4.A.2, 2.5.4.C.2)
10	Explain and demonstrate how to control a variety of objects within non-competitive , cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds. 5	(2.5.6.A.1, 2.6.6.A.2, 2.5.6.C.2)

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>				
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>		
				<ul style="list-style-type: none"> <li>● E – Encouraged</li> <li>● T – Taught</li> <li>● A – Assessed</li> </ul>
		<b>Career Ready Practices</b>		
<b>9.1</b>	<b>Personal Financial Literacy</b>			CRP1. Act as a responsible and contributing citizen and employee.
A	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

**Related Careers to this Unit:**

Professional athletes such as: tennis player, baseball player, golfer, etc.

## **Technology Integration**

### **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 create and communicate knowledge.

### **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

<b>STAGE 2 – ASSESSMENT EVIDENCE</b>	
<b>Common Summative Assessments</b>	<ul style="list-style-type: none"> <li>● Manipulative Skills Rubric (see sample below)</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>● Student Self-Assessment</li> <li>● Teacher Q&amp;A</li> <li>● Teacher observation</li> <li>● Drills and activities</li> <li>● Skill development and strategies</li> <li>● Display cooperation</li> </ul>

<b>STAGE 3 – LEARNING PLAN</b>
<p><b>Suggested Activities for Alignment</b></p> <ul style="list-style-type: none"> <li>● Skill practice stations</li> <li>● Fundamental movement stations</li> <li>● Get to Know your Body (which parts of your body are needed with the different manipulative skills). Swinging a racquet or bat utilizes the waist, legs, and feet, just as much as, hands arms and upper body. When teaching the various skills place emphasis on the areas students may easily forget such as footwork, stepping with opposition when needed, etc.</li> <li>● Jumping rope stations utilizing jump ropes, jump sticks, skip sticks, and jumping practice on agility ladders.</li> <li>● Hula hoop activities</li> <li>● 3 person jump rope</li> <li>● Jump stick obstacle course</li> <li>●</li> </ul> <p><b>Related Careers to this Unit:</b> Professional athletes such as: tennis player, baseball player, golfer, etc.</p>

<b>UNIT RESOURCES</b>
<ul style="list-style-type: none"> <li>● State of New Jersey Department of Education Model Curriculum</li> <li>● Sample rubric: NJDOE Sample</li> <li>● Book: PE Metrics-3rd Edition. Assessing Student Performance Using the National Standards &amp; Grade-Level Outcomes for K-12 Physical Education, by SHAPE America</li> <li>● PE Central Website: <a href="https://www.pcentral.org/">https://www.pcentral.org/</a></li> </ul>

**CONTENT AREA: Physical Education****GRADE: 5 Sample Rubric****UNIT #: 3****UNIT NAME: Manipulative Skills****SLOs: # 4,7,10MANIPULATIVE SKILLS**

	<b>Developing/ Needs Improvement</b>	<b>Targeted</b>	<b>Exceeds Targeted</b>
Explain and demonstrate throwing and catching using correct mechanical techniques in games, sports, and activities SLO # 4	Demonstrates little or no ability to explain or demonstrate throwing and catching using correct mechanical techniques in games, sports, and activities	Displays the ability to explain and demonstrate throwing and catching using correct mechanical techniques in games, sports, and activities	Consistently displays the ability to explain and demonstrate throwing and catching using correct mechanical techniques in games, sports, and activities
Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports, and activities SLO # 7	Displays little or no ability to explain or demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports, and activities	Displays the ability to explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports, and activities	Consistently displays the ability to explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports, and activities
Explain and demonstrate how to control variety of objects within noncompetitive cooperative and competitive environments (rules apply) while moving in general space at varying pathways, directions, and speeds SLO # 10	Displays little or no ability to explain and demonstrate how to control a variety of objects within noncompetitive cooperative and competitive environments (rules apply) while moving in general space at varying pathways, directions, and speeds	Displays the ability to explain and demonstrate how to control variety of objects within noncompetitive cooperative and competitive environments (rules apply) while moving in general space at varying pathways, directions, and speeds	Consistently displays the ability to explain and demonstrate how to control variety of objects within noncompetitive cooperative and competitive environments (rules apply) while moving in general space at varying pathways, directions, and speeds

<b>Course Title: Physical Education 3-5</b>	<b>Unit 4: Movement/ Locomotor/ Nonlocomotor Skills</b>
<b>Unit Duration: 3-4 Weeks</b>	

<b>Unit Overview</b>
<p>Students will develop and refine both gross and fine motor skills in this second movement unit of the curriculum. This unit will focus on both locomotor movements such as running, hopping skipping, galloping, jumping, and other forms of moving from one location to another; as well as nonlocomotory skills such as bending, stretching, twisting, turning, swinging, swaying, and balancing.</p>

<b>STAGE 1 – DESIRED RESULTS</b>
<b>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</b>
<ul style="list-style-type: none"> <li>● 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>● 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>● 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> <li>● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> </ul>

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are the locomotor skills?</li> </ul>	<ul style="list-style-type: none"> <li>• The locomotor skills are, walking, running, hopping, skipping, jumping, galloping, leaping and sliding</li> </ul>
<ul style="list-style-type: none"> <li>• What are nonlocomotor skills?</li> </ul>	<ul style="list-style-type: none"> <li>• The nonlocomotor skills are, stretching, bending, pulling, pushing, swaying, twisting, log rolling and balancing.</li> </ul>
<ul style="list-style-type: none"> <li>• Why is it important to develop locomotor and nonlocomotor skills in regards to everyday life?</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing these skills in a correct manner improves overall performance in everyday activities because your muscles build memory over time.</li> </ul>

<b>Based Upon the NJDOE Model Curriculum</b>		
<b>GRADE: 3-5</b>	<b>UNIT 4</b>	<b>UNIT NAME: Movement/ Locomotor/Nonlocomotor Skills</b>

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING NJSLs</b>
1	Demonstrate controlled static balances in a variety of shapes and levels (stretching, yoga), including upright and inverted positions, using different body parts. 3	(2.5.4.A.1, 2.5.4.A.2)
2	Demonstrate fluid controlled movements involving weight transfer in upright, inverted, and horizontal support positions. 4	(2.5.4.A.1, 2.5.4.A.2)
3	Demonstrate a variety of rolls (front roll, log roll) with control while moving in different shapes, directions, and speeds. 3	(2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4)
4	Demonstrate a variety of ways to move in the air and land with control. (i.e. jumping, leaping, vaulting) 4	(2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4,)
5	Perform a self-designed gymnastics/movement sequence with the following 7 components: (1)A starting shape, (2) roll, (3) transfer of weight from feet to hands, (4) a balance, (5) leap or jump, (6) turn, and (7) ending shape. 5	( 2.5.6.A.2)

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>				
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>		
		<ul style="list-style-type: none"> <li>● E – Encouraged</li> <li>● T – Taught</li> <li>● A – Assessed</li> </ul>		
		<b>Career Ready Practices</b>		
<b>9.1</b>	<b>Personal Financial Literacy</b>			CRP1. Act as a responsible and contributing citizen and employee.
A	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

## **Technology Integration**

### **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 create and communicate knowledge.

### **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

### STAGE 2 – ASSESSMENT EVIDENCE

<b>Common Summative Assessments</b>	<ul style="list-style-type: none"><li>● Locomotor/nonlocomotor skills rubric (see sample below)</li></ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"><li>● Student checklist</li><li>● Teacher observation</li><li>● Following the rules</li><li>● Drills and activities</li><li>● Skill development and strategies</li><li>● Display cooperation</li></ul>

### STAGE 3 – LEARNING PLAN

#### Suggested Activities for Alignment

- Student designed gymnastics style floor routine utilizing locomotor and non-locomotor movements.
- Different locomotor stations
- Different non-locomotor stations
- Using a type of locomotor/or non-locomotor between different stations
- Obstacle course implementing various locomotor and nonlocomotor skills
- Tag games using locomotor and nonlocomotor skills
- Locomotor skill relay races.

### UNIT RESOURCES

- State of New Jersey Department of Education Model Curriculum
- Sample rubric: NJDOE Sample
- Book: PE Metrics-3rd Edition. Assessing Student Performance Using the National Standards & Grade-Level Outcomes for K-12 Physical Education, by SHAPE America
- PE Central Website: <https://www.pecentral.org/>

**CONTENT AREA: Physical Education**

**GRADE: 5 Sample Rubric**

**UNIT #: 4**

**UNIT NAME: Locomotor/Nonlocomotor Skills**

**SLO #: 5**

**LOCOMOTOR/NONLOCOMOTOR SKILLS**

	<b>Developing/ Needs Improvement</b>	<b>Targeted</b>	<b>Exceeds Targeted</b>
Perform a self-designed gymnastics/movement sequence with the following 7 components : (1) a starting shape, (2) roll, (3) transfer of weight from feet to hands, (4) a balance, (5) leap or jump, (6) turn, and (7) ending shape SLO #5	Displays little or no ability to perform a self-designed gymnastics/movement sequence with the following 7 components : (1) a starting shape, (2) roll, (3) transfer of weight from feet to hands, (4) a balance, (5) leap or jump, (6) turn, and (7) ending shape	Performs a self-designed gymnastics/movement sequence with the following 7 components : (1) a starting shape, (2) roll, (3) transfer of weight from feet to hands, (4) a balance, (5) leap or jump, (6) turn, and (7) ending shape	Consistently displays the ability to perform a self-designed gymnastics/movement sequence with the following 7 components : (1) a starting shape, (2) roll, (3) transfer of weight from feet to hands, (4) a balance, (5) leap or jump, (6) turn, and (7) ending shape

<b>Course Title: Physical Education 3-5</b>	<b>Unit 5: Lifetime/ Cooperative Activities</b>
<b>Unit Duration: 12-18 Weeks</b>	

<b>Unit Overview</b>
<p>Students will work together in cooperative activities such as games, sports, dance, and other recreational activities that will utilize skills and concepts learned in the previous units of instruction. Age appropriate adaptations of lifetime activities such as racquet sports, soccer, basketball, volleyball, base running games and various other cooperative activities with an emphasis on the skills of those activities will be the basis of this unit.</p>

<b>STAGE 1 – DESIRED RESULTS</b>
<b>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</b>
<ul style="list-style-type: none"> <li>● 2.5.4.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>● 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>● 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>● 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> <li>● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> <li>● 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>● 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> <li>● 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</li> <li>● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> </ul>

<b>Essential Questions</b>	<b>Enduring Understandings</b>
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<ul style="list-style-type: none"> <li>• What are lifetime/cooperative activities/ why are they important?</li> </ul>	<ul style="list-style-type: none"> <li>• Lifetime/Cooperative activities are games, sports, dance, and other recreational activities. It's important to participate in such activities to maintain a healthy and active lifestyle.</li> </ul>
<ul style="list-style-type: none"> <li>• What is sportsmanship?</li> </ul>	<ul style="list-style-type: none"> <li>• Sportsmanship, is the ability to be fair and a generous behavior or treatment to others.</li> </ul>
<ul style="list-style-type: none"> <li>• Why is important to understand your position in an activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Performing these positions in a correct manner will improve overall performance and increase participation.</li> </ul>

<b>Based Upon the NJDOE Model Curriculum</b>		
<b>GRADE: 3-5</b>	<b>UNIT 5</b>	<b>UNIT NAME: Lifetime/ Cooperative Activities</b>

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
1	Demonstrate fundamental offensive and defensive strategies (faking, dodging, defending open space) in an isolated setting (skill practice). 3	(2.5.4.A.1, 2.5.4.B.1)
2	Compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented. 4	(2.5.4.A.1, 2.5.4.B.1)
3	Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities. 4	(2.5.4.B.1, 2.5.4.B.2)
4	Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities). 5	(2.5.6.A.1, 2.5.6.B.1)
5	Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities. 5	( 2.5.6.B.1)
6	Describe how team members may motivate each other for success during cooperative games and activities. 3	(2.5.4.B.2)
7	Demonstrate effective team building skills in a variety of cooperative physical challenges and activities. 4	(2.5.6.B.1, 2.5.4.B.2)

8	Identify the characteristics of good sportsmanship that are displayed by both players and observers. 3	(2.5.4.C.1)
9	Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities. 4	(2.5.4.C.1, 2.5.4.C.2)
10	Compare and contrast the roles of players and observers in regard to proper sportsmanship and recommend strategies to improve these behaviors. 5	(2.5.6.C.1)
11	Demonstrate knowledge of rules, procedures and safety concepts and apply them effectively as an observer or participant in games, sports and activities. 5	(2.5.6.C.1)

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>				
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>		
			<ul style="list-style-type: none"> <li>● E – Encouraged</li> <li>● T – Taught</li> <li>● A – Assessed</li> </ul>	
			<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		A	CRP1. Act as a responsible and contributing citizen and employee.
A	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

**Related Careers to this Unit:**

Professional athlete, sports coach, athletic trainer, sports official/referee

## **Technology Integration**

### **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 create and communicate knowledge.

### **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

<b>STAGE 2 – ASSESSMENT EVIDENCE</b>	
<b>Common Summative Assessments</b>	<ul style="list-style-type: none"> <li>● Cooperative games rubric (see sample rubric)</li> <li>● Teacher observation of authentic gameplay</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>● Game rules Q&amp;A</li> <li>● Skill development and strategies</li> <li>● Observation of student performance</li> <li>● Responding to feedback</li> <li>● Teacher observation</li> <li>● Drills and activities</li> <li>● Skill development and strategies</li> <li>● Display cooperation</li> <li>● Contribute to group/team play</li> </ul>

<b>STAGE 3 – LEARNING PLAN</b>
<p><b>Suggested Activities for Alignment</b></p> <ul style="list-style-type: none"> <li>● Cooperative games</li> <li>● Team games utilizing various sport related skills</li> <li>● Sportsmanship games</li> <li>● Team building activities</li> <li>● Offense vs. Defense games</li> </ul> <p><b>Related Careers to this Unit:</b> Professional athlete, sports coach, athletic trainer, sports official/referee</p>

<b>UNIT RESOURCES</b>
<ul style="list-style-type: none"> <li>● State of New Jersey Department of Education Model Curriculum</li> <li>● Sample rubric: NJDOE Sample</li> <li>● Book: PE Metrics-3rd Edition. Assessing Student Performance Using the National Standards &amp; Grade-Level Outcomes for K-12 Physical Education, by SHAPE America</li> <li>● PE Central Website: <a href="https://www.pecentral.org/">https://www.pecentral.org/</a></li> </ul>

**CONTENT AREA: Physical Education**

**GRADE: 5 Sample Rubric**

**UNIT #: 5**

**UNIT NAME: Cooperative Games**

**SLO #: 4,5,10,11**

**COOPERATIVE GAMES RUBRIC**

	<b>Developing/ Needs Improvement</b>	<b>Targeted</b>	<b>Exceeds Targeted</b>
Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities) SLO# 4	Displays little or no ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities)	Performs both offensive and defensive strategies in applied settings (games, sports and other activities)	Consistently and effectively performs both offensive and defensive strategies in applied settings (games, sports and other activities)
Explain and demonstrate how to maintain team possession in competitive, partner, and small group games, sports, and activities SLO#5	Displays little or no ability to explain or demonstrate how to maintain team possession in competitive, partner, and small group games, sports, and activities	Explains and demonstrates how to maintain team possession in competitive, partner, and small group games, sports, and activities	Consistently explains and demonstrates how to maintain team possession in a variety of competitive, partner, and small group games, sports, and activities
Compare and contrast the roles of players and observers in regard to proper sportsmanship and recommend strategies to improve these behaviors SLO#10	Displays little or no ability to compare or contrast the roles of players and observers in regard to proper sportsmanship and recommend strategies to improve these behaviors	Compares and contrasts the roles of players and observers in regard to proper sportsmanship and recommends strategies to improve these behaviors	Consistently compares and contrasts the various roles of players and observers in regard to proper sportsmanship and recommends strategies to improve these behaviors
Demonstrate knowledge of rules, procedures, and safety concepts and apply them effectively as an observer and participant in games, sports, and activities SLO#11	Displays little or no ability to demonstrate knowledge of rules, procedures, or safety concepts and apply them effectively as an observer or participant in games, sports, and activities	Demonstrates knowledge of rules, procedures, and safety concepts and applies them effectively as an observer or participant in games, sports, and activities	Consistently demonstrates knowledge of rules, procedures, and safety concepts and applies them effectively as an observer or participant in games, sports, and activities

**Supplemental Online Teacher Resources**

[thephysicaleducator.com](http://thephysicaleducator.com)  
[pecentral.com](http://pecentral.com)  
[physedgames.com](http://physedgames.com)  
[thepespecialist.com](http://thepespecialist.com)  
[elementarypeteacher.com](http://elementarypeteacher.com)

**Suggested Enrichment Activities for Grades Preschool- 2**

Kickball  
Wiffleball  
Volleyball  
Flag tag/flag football  
Capture the flag  
Wall ball  
Four square  
Pickleball  
Badminton  
Basketball activities (more in depth)

## **ACCOMMODATIONS AND MODIFICATIONS**

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** changes HOW a student learns; the change needed does not alter the grade-level standard. A **modification** changes WHAT a student learns; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)



### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials

- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use online translator to assist students with pronunciation:

[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching

- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

NEPTUNE CITY SCHOOL DISTRICT  
Office of the Chief School Administrator, Principal  
210 West Sylvania Avenue  
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An Affirmative Action Equal Opportunity Employer

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