

K, 1 &2 Health and Physical Education

Link Community Charter School

UNITS (5/5 SELECTED)

SUGGESTED DURATION

<input type="checkbox"/> Unit 1: Fundamental Movement	<i>50 lessons</i>
<input type="checkbox"/> Unit 2: Low Organized Games & Activities	<i>54 lessons</i>
<input type="checkbox"/> Unit 3: Rhythmic Activities & Dance	<i>36 lessons</i>
<input type="checkbox"/> Unit 4: Ball Handling	<i>30 lessons</i>
<input type="checkbox"/> Unit 5: Individual and Dual Activities	<i>26 lessons</i>

Unit 1: Fundamental Movement

K, 1 & 2 Health and Physical Education - Last Updated on October 28, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Comprehensive Health and Physical Education (2020)
2.1.2.PGD.1:
Explore how activity helps all human bodies stay healthy.
2.1.2.PGD.2:
Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
2.1.2.EH.2:
Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3:
Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.CHSS.5:
Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
2.2.2.MSC.4:
Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.7:
Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.N.1:
Explore different types of foods and food groups.
2.2.2.N.2:
Explain why some foods are healthier to eat than others.
2.2.2.N.3:
Differentiate between healthy and unhealthy eating habits
2.3.2.PS.3:
Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

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DESIRED RESULTS

Established Goals

Comprehensive Health & Physical Education focuses on preparing the students to lead an active and productive lifestyle. Physical Education is an essential and integral part of the total education program. Quality Physical Education programs promote the physical growth and development of all students contributing to their general health and wellness.

Transfer

Students will be able to independently use their learning to...

- Maintain physical, social, and emotional health by practicing healthy behaviors and goalsetting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources
- become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences. Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Meaning

Big Ideas & Understandings

Students will understand that...

- Understanding movement concepts, such as spatial awareness, helps improve performance
 - Understanding fitness concepts and skills and integrating them into everyday routines supports wellness.

Essential Questions

Students will keep considering...

- How can moving around help me be healthy?
 - How can I make movement more fun?
 - How can my movements affect someone else?
 - What is good sportsmanship?

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Meaning	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong. <ul style="list-style-type: none"> • Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping. • Safety rules to use in an active environment • The importance of being active daily • Learners will be able to use spatial awareness skills, listening skills, and safety awareness skills while participating in both individual and group games and activities. • Learners will be able to demonstrate the idea of directionality and laterality. • Learners will be able to demonstrate good sportsmanship. • Learners will be able to demonstrate the idea of directionality and laterality in sequence. • Learners will be able to demonstrate good sportsmanship. • Learners will be able to perform locomotor and non-locomotor movements in combinations while participating in both individual and group games and activities. 	<p>Students will be able to develop:</p> <ul style="list-style-type: none"> • Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement • Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games • Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs • Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, jumping jacks • Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn (activities) yoga, tai chi, stretching, warm ups

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Teacher observation <ul style="list-style-type: none">● Student/Teacher Conference● Student demonstrations during activities Summative: <ul style="list-style-type: none">● Observation● Formative and summative assessment● Rubric
	Other Evidence: Video: Little Kicks Fitness Workout for Kids YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003) Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008) Music: Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

KINDERGARTEN:

- Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement
- Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games
- Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs
- Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, jumping jacks
- Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn (activities) yoga, tai chi, stretching, warm ups

1ST GRADE:

- Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (Programs) the mileage club, the president's challenge
- Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games, identify right and left on self and others, look for students to maintain proper spacing during activities
- Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations
- Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, jumping jacks
- Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn (activities) yoga, tai chi, stretching, warm ups

2ND GRADE:

- Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance

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movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (Programs) the mileage club, the president's challenge

- Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games, identify right and left on self and others, look for students to maintain proper spacing during activities

Unit 1: Fundamental Movement

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Differentiation/Modifications

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Short manageable tasks
- Brief and concrete direction
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

504 Students:

- Extra time for assigned tasks
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Brief and concrete directions
- Provide immediate feedback
- Use of graphic organizers
- Simple and clear classroom rules
- Preferential seating

At Risk Students:

- Provide immediate feedback
- Simple and clear classroom rules
- Preferential seating

ELL Students:

- Extended time requirements
- Omit assignments
- Preferential seating
- Assign peer buddy
- Lower reading level

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- Give directions in small, distinct steps
- Allow copying from paper/book
- Small group/individual instruction
- Simplify language
- Demonstrate concepts
- Repeat and review
- Highlight study guides
- Provide recorded readings
- Alternative assessment
- Use drawings to demonstrate knowledge of concepts
- Use many visual aids during instruction

Gifted & Talented:

- Use of high level academic vocabulary/texts
- Encourage students to do an independent project on a particular topic
- Assign projects based on student interest
- Have them as the leader for group work activities
- Problem-based/project-based learning
- Peer teaching
- Homogeneous grouping opportunities
- More open-ended responses on assessments

Unit 2: Low Organized Games & Activities

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STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)
2.2.2.MSC.3:
Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4:
Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5:
Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.2:
Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.1.2.CHSS.1:
Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
2.1.2.SSH.8:
Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
2.1.2.SSH.7:
Explain healthy ways for friends to express feelings for and to one another
2.1.2.SSH.5:
Identify basic social needs of all people.
2.1.2.EH.3:
Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Unit 2: Low Organized Games & Activities

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DESIRED RESULTS

Established Goals

In this unit,

Basic play skills such as following commands, touching lightly during tag games, and simply catching and throwing games. Safety rules to use in an active environment The importance of being active daily. Use listening skills and safety awareness skills while participating in both individual and group games and activities. Maintain their own personal space during activities. Follow rules when playing games and activities during class. State the importance of cooperating with others during games and play

Transfer

Students will be able to independently use their learning to...

- Maintain physical, social, and emotional health by practicing healthy behaviors and goalsetting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources
- become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences. Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Meaning

Big Ideas & Understandings

Students will understand that... health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Essential Questions

Students will keep considering...

- How can moving around help me be healthy?
- How can I make movement more fun?
 - What are rules I should follow when playing games in class?
 - Why is it important to cooperate

Unit 2: Low Organized Games & Activities

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Meaning	
	with other students when playing games in class?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong. <ul style="list-style-type: none"> • Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping. • Safety rules to use in an active environment • The importance of being active daily • Learners will be able to use spatial awareness skills, listening skills, and safety awareness skills while participating in both individual and group games and activities. • Learners will be able to demonstrate the idea of directionality and laterality. • Learners will be able to demonstrate good sportsmanship. • Learners will be able to demonstrate the idea of directionality and laterality in sequence. • Learners will be able to demonstrate good sportsmanship. • Learners will be able to perform locomotor and non-locomotor movements in combinations while participating in both 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ◦ Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement • • Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games • Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs • Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, jumping jacks • Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn (activities) yoga, tai chi, stretching, warm ups

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Acquisition

individual and group games and activities.	
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Teacher observation <ul style="list-style-type: none">● Student/Teacher Conference● Student demonstrations during activities Summative: <ul style="list-style-type: none">● Action/Movement of the Day● Student "Wellness" Journal● Various Class Activities & Games
	Other Evidence:

Unit 2: Low Organized Games & Activities

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

KINDERGARTEN:

- Tagging Games such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Parachute Games such as: Parachute Washing Machine, Parachute Trip (All Change):
- Teacher calls out birthday months, numbers, or colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard. (Cat and Mouse): Everyone holds the chute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down.
- (Rollerball): Everyone holds the chute taut. Place a football near the edge. Try to make the ball roll around the edge of the chute. To do this, someone starts the ball rolling. As it comes towards you, you lower the edge you are holding, and as it goes past you raise your edge.
- (Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute. (Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn
- . Scooter Games such as: Scooter-mania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships Listening
- Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs Bean Bag Games

FIRST GRADE:

- Tagging Games such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...
- Parachute Games such as: Parachute Washing Machine, Parachute Trip (All Change): Teacher calls out birthday months, numbers, colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard. (Cat and Mouse): Everyone holds the chute stretched out at about

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waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down. (Rollerball): Everyone holds the chute taut.

- Place a football near the edge. Try to make the ball roll around the edge of the chute. To do this, someone starts the ball rolling. As it comes towards you, you lower the edge you are holding, and as it goes pass you raise your edge.

- (Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute.

- (Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn.

- Scooter Games such as: Scootermania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships

- Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs Beanbag Games Relay

SECOND GRADE:

- Chasing, Fleeing, and Dodging Games such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...

- Parachute Games such as: Parachute Washing Machine, Parachute Trip (All Change): Teacher calls out birthday months, numbers, colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it

down hard.

- (Cat and Mouse): Everyone holds the chute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down.

- (Roller ball): Everyone holds the chute taut. Place a football near the edge. Try to make the ball roll around the edge of the chute. To do this, someone starts the ball rolling. As it comes towards you, you lower the edge you are holding, and as it goes pass you raise your edge.

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- (Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute.
- (Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn.
- Scooter Games such as: Scootermania. Monsters, Inc.,
- Environmental Helpers, obstacle courses, Scooter Ships Ball Games: 3-Ball, Crab Soccer, Bridge Ball, Name-It
- Ball Mixed Activities: Steal the Bacon, Five Pin Soccer, relay games, net games, cageball, agility games

Unit 2: Low Organized Games & Activities

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Differentiation/Modifications

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Short manageable tasks
- Brief and concrete direction
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

504 Students:

- Extra time for assigned tasks
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Brief and concrete directions
- Provide immediate feedback
- Use of graphic organizers
- Simple and clear classroom rules
- Preferential seating

At Risk Students:

- Provide immediate feedback
- Simple and clear classroom rules
- Preferential seating

ELL Students:

- Extended time requirements
- Omit assignments
- Preferential seating
- Assign peer buddy
- Lower reading level

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- Give directions in small, distinct steps
- Allow copying from paper/book
- Small group/individual instruction
- Simplify language
- Demonstrate concepts
- Repeat and review
- Highlight study guides
- Provide recorded readings
- Alternative assessment
- Use drawings to demonstrate knowledge of concepts
- Use many visual aids during instruction

Gifted & Talented:

- Use of high level academic vocabulary/texts
- Encourage students to do an independent project on a particular topic
- Assign projects based on student interest
- Have them as the leader for group work activities
- Problem-based/project-based learning
- Peer teaching
- Homogeneous grouping opportunities
- More open-ended responses on assessments

Unit 3: Rhythmic Activities & Dance

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STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)
2.1.2.PGD.1:
Explore how activity helps all human bodies stay healthy.
2.1.2.PGD.4:
Use correct terminology to identify body parts and explain how body parts work together to support wellness.
2.1.2.EH.4:
Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.2.EH.3:
Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.2.2.MSC.2:
Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.5:
Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6:
Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.PF.1:
Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2:
Explore how to move different body parts in a controlled manner.
2.3.2.PS.6:
Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

Unit 3: Rhythmic Activities & Dance

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DESIRED RESULTS

Established Goals

In this unit, children will respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style. Children will demonstrate change in movement when there is a change in either tempo, beat, rhythm, or musical style. Children will also demonstrate a response to music using different apparatus. Demonstrate a line dance such as the Electric Slide.

Transfer

Students will be able to independently use their learning to... respond to music and movement, and varying beat and tempo.

Meaning

Big Ideas & Understandings

Students will understand that...

- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Essential Questions

Students will keep considering...

- What are different ways you can move to different rhythms?

Acquisition

Knowledge

Students will know...

- To respond to music in terms of movement when

Skills

Students will be skilled at...

- responding to music in terms of movement when

Unit 3: Rhythmic Activities & Dance

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Acquisition	
<p>there is a change in tempo, beat, rhythm, or musical style</p> <ul style="list-style-type: none"> • How to demonstrate change in movement when there is a change in either tempo, beat, rhythm, or musical style • How to demonstrate a response to music using different apparatus • the steps and directionality to a line dance such as the Electric Slide 	<p>there is a change in tempo, beat, rhythm, or musical style</p> <ul style="list-style-type: none"> • Demonstrating change in movement when there is a change in either tempo, beat, rhythm, or musical style • Demonstrating a response to music using different apparatus • Demonstrating a line dance such as the Electric Slide

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Teacher observation</p> <ul style="list-style-type: none"> • Student/Teacher Conference • Student demonstrations during activities • Class discussion of Essential Questions <p>Summative:</p> <ul style="list-style-type: none"> • Observation • Formative and summative assessment • Rubric
	Other Evidence:

Unit 3: Rhythmic Activities & Dance

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

KINDERGARTEN:

- Basic Rhythm Movements: hand clapping, lummi sticks, balls, tapping
- Chants & Action Songs Singing Games
- Expressive & Creative Rhythms (fast/slow, high/low)
- Zumba for Kids

FIRST GRADE:

- Basic Rhythm Movements: hand clapping, lummi sticks, balls, tapping
- Chants & Action Songs Singing Games
- Expressive & Creative Rhythms (fast/slow, high/low)
- Zumba for Kids
- Marching

SECOND GRADE:

- Apparatus: hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls
- Singing Games & Action Songs Expressive & Creative Rhythms (fast/slow, high/low)
- Zumba for Kids
- Rhythmic Exercises: marching, aerobics Simple Line Dances

Unit 3: Rhythmic Activities & Dance

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Differentiation/Modifications

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Short manageable tasks
- Brief and concrete direction
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

504 Students:

- Extra time for assigned tasks
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Brief and concrete directions
- Provide immediate feedback
- Use of graphic organizers
- Simple and clear classroom rules
- Preferential seating

At Risk Students:

- Provide immediate feedback
- Simple and clear classroom rules
- Preferential seating

ELL Students:

- Extended time requirements
- Omit assignments
- Preferential seating
- Assign peer buddy
- Lower reading level

Unit 3: Rhythmic Activities & Dance

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- Give directions in small, distinct steps
- Allow copying from paper/book
- Small group/individual instruction
- Simplify language
- Demonstrate concepts
- Repeat and review
- Highlight study guides
- Provide recorded readings
- Alternative assessment
- Use drawings to demonstrate knowledge of concepts
- Use many visual aids during instruction

Gifted & Talented:

- Use of high level academic vocabulary/texts
- Encourage students to do an independent project on a particular topic
- Assign projects based on student interest
- Have them as the leader for group work activities
- Problem-based/project-based learning
- Peer teaching
- Homogeneous grouping opportunities
- More open-ended responses on assessments

Unit 4: Ball Handling

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STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)
2.1.2.PGD.1:
Explore how activity helps all human bodies stay healthy.
2.1.2.EH.3:
Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.2.2.MSC.2:
Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3:
Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4:
Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5:
Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.8:
Explain the difference between offense and defense.
2.2.2.PF.1:
Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.LF.4:
Identify physical activities available outside of school that are in the community.
2.3.2.PS.3:
Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

Unit 4: Ball Handling

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DESIRED RESULTS

Established Goals

In this unit, children will be exposed to ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball. Students will also demonstrate ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball.

Transfer

Students will be able to independently use their learning to..
Develop and exhibit ball handling skills and strategies. Use various strategies and opportunities to develop ball handling strategies.

Meaning

Big Ideas & Understandings

Students will understand that...

- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Essential Questions

Students will keep considering...

- What are different ways we can use a ball in physical activity?

Students will know...

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
 - Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping.

Students will be skilled at...

- wellness activities such as yoga, animal stretches, breathing techniques,
- running, walking, skipping, leaping, galloping
- safety rules
- being active daily

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<ul style="list-style-type: none">• Safety rules to use in an active environment• The importance of being active daily• Learners will be able to use spatial awareness skills, listening skills, and safety awareness skills while participating in both individual and group games and activities.• Learners will be able to demonstrate the idea of directionality and laterality.• Learners will be able to demonstrate good sportsmanship.• Learners will be able to demonstrate the idea of directionality and laterality in sequence.• Learners will be able to demonstrate good sportsmanship.• Learners will be able to perform locomotor and non-locomotor movements in combinations while participating in both individual and group games and activities.	<ul style="list-style-type: none">• demonstrating the idea of directionality and laterality• demonstrating good sportsmanship• performing locomotor and non locomotor movements.
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Teacher observation <ul style="list-style-type: none">● Student/Teacher Conference● Student demonstrations during activities● Class discussion of Essential Questions Summative: <ul style="list-style-type: none">● Observation● Formative and summative assessment● Rubric
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Introduce

- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity Suggested Activities:

KINDERGARTEN:

- Kicking: stationary and moving ball
- Catching: self-thrown and tossed ball
- Throwing: overhand, underhand, and at a target
- Striking stationary objects
- Bouncing: one hand, two hand, stationary, with a partner, and by themselves
- Rolling

FIRST GRADE:

- Kicking: stationary and moving ball, while running towards a stationary and moving ball, kicking toward various targets
- Catching: self-thrown and tossed ball, from a rebound, from a kick
- Throwing: overhand, underhand, and at a target, using various speeds, using weight transfer and stepping to throw
- Striking stationary objects
- Bouncing: one hand, two hand, stationary, with a partner, and by themselves
- Rolling: bowling, between cones
- Tossing: underhand, toward a target, to self, to partner
- Participate in Low-Organized Games Learning Resources

SECOND GRADE:

- Kicking: stationary and moving ball, while running towards a stationary and moving ball, kicking toward various targets, for distance and accuracy
- Catching: self thrown and tossed ball, from a rebound, from a kick
- Throwing: overhand, underhand, and at a target, using various speeds, using

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weight transfer and stepping to throw

- Striking: moving ball, ball in hand, with/without a rebound, using various body parts
- Dribbling: one hand, two hand, stationary, while on the move, continuously
- Rolling: bowling, between cones
- Tossing: turn and catch, vertically and horizontally to self and partner
- Participate in Low-Organized Games

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Differentiation/Modifications

Differentiation/Modifications

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Short manageable tasks
- Brief and concrete direction
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

504 Students:

- Extra time for assigned tasks
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide notes/outlines
- Brief and concrete directions
- Provide immediate feedback
- Use of graphic organizers
- Simple and clear classroom rules
- Preferential seating

At Risk Students:

- Provide immediate feedback
- Simple and clear classroom rules
- Preferential seating

ELL Students:

- Extended time requirements
- Omit assignments
- Preferential seating

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- Assign peer buddy
- Lower reading level
- Give directions in small, distinct steps
- Allow copying from paper/book
- Small group/individual instruction
- Simplify language
- Demonstrate concepts
- Repeat and review
- Highlight study guides
- Provide recorded readings
- Alternative assessment
- Use drawings to demonstrate knowledge of concepts
- Use many visual aids during instruction

Gifted & Talented:

- Use of high level academic vocabulary/texts
- Encourage students to do an independent project on a particular topic
- Assign projects based on student interest
- Have them as the leader for group work activities
- Problem-based/project-based learning
- Peer teaching
- Homogeneous grouping opportunities
- More open-ended responses on assessments

Unit 5: Individual and Dual Activities

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STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)
2.1.2.PGD.1:
Explore how activity helps all human bodies stay healthy.
2.1.2.PGD.2:
Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
2.1.2.PGD.4:
Use correct terminology to identify body parts and explain how body parts work together to support wellness.
2.1.2.EH.4:
Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.2.EH.5:
Explain healthy ways of coping with stressful situations.
2.2.2.MSC.6:
Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7:
Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.3:
Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4:
Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1:
Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.3.2.PS.5:

Unit 5: Individual and Dual Activities

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Define bodily autonomy and personal boundaries.

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DESIRED RESULTS

Established Goals

In this unit,
We continue to develop the whole child by promoting good character through opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.

Transfer

Students will be able to independently use their learning to... engage in individual and dual activities and engage in competition throughout the unit. Learners will be able to demonstrate good sportsmanship throughout this unit.

Meaning

Big Ideas & Understandings

Students will understand that...

- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the

Essential Questions

- How can moving around help me be healthy?
- How can I make movement more fun?
- How can we engage in games with others and display sportsmanship?

Essential Questions

Students will keep considering...

- How can moving around help me be healthy?
 - How can I make movement more fun?

Unit 5: Individual and Dual Activities

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity how to participate in activities using various manipulatives and motor skills patterns. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> movement skills in a way that improves performance participating in movement skills each day. Participating in activities using various manipulatives and motor skill patterns.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Teacher observation</p> <ul style="list-style-type: none"> Student/Teacher Conference Student demonstrations during activities Class discussion of Essential Questions <p>Summative:</p> <ul style="list-style-type: none"> Observation Formative and summative assessment Rubric
	Other Evidence:

Unit 5: Individual and Dual Activities

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

KINDERGARTEN:

- Obstacle Course, Jumping, rope, lines, half and full swing
- Scooter Games
- Hoop Game
- Bean bag Games
- Mimetics

FIRST GRADE:

- Obstacle Course, Jumping, rope, lines, half and full swing
- Scooter Games
- Hoop Games
- Bean bag Games

SECOND GRADE:

- Obstacle Course
- Jumping: rope, lines, half and full swing
- Scooter Games
- Hoop Games
- Bean bag Games

Unit 5: Individual and Dual Activities

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

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504 Students:

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- Provide notes/outlines
- Brief and concrete directions
- Provide immediate feedback
- Use of graphic organizers
- Simple and clear classroom rules
- Preferential seating

At Risk Students:

- Provide immediate feedback
- Simple and clear classroom rules
- Preferential seating

ELL Students:

- Extended time requirements
- Omit assignments
- Preferential seating
- Assign peer buddy
- Lower reading level

Unit 5: Individual and Dual Activities

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- Give directions in small, distinct steps
- Allow copying from paper/book
- Small group/individual instruction
- Simplify language
- Demonstrate concepts
- Repeat and review
- Highlight study guides
- Provide recorded readings
- Alternative assessment
- Use drawings to demonstrate knowledge of concepts
- Use many visual aids during instruction

Gifted & Talented:

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