

Readington Township Public Schools

K-2 Physical Education

Authored by: Ed Dubroski

Reviewed by: Sarah Pauch
Supervisor of Math, Science, and Technology

Approval Date:
October 11, 2022

Members of the Board of Education:

Carol Hample, President

Dr. Camille Cerciello, Vice President

Jodi Bettermann

Elizabeth Fiore

Randall J. Peach

Carolyn Podgorski

Thomas Wallace

Jennifer Wolf

Eric Zwerling

Superintendent: Dr. Jonathan Hart

Readington Township Public Schools

2.2 Physical Wellness Grades Kindergarten-Second	
Strategies	
Teacher presentation Teacher read-aloud Group discussion Small Group instruction Group presentations	
Accommodations	
<u>Accommodations and Modification Addendum</u>	
Assessments	
Formative	Summative
<ul style="list-style-type: none"> ● Classroom Discussion ● Anecdotal Notes from teacher observation ● Cooperative Learning Groups ● Exit Slips ● Open Ended Questions ● Checklists ● Teacher Observation ● Self Assessments ● Skill Performance ● Pedometers 	<ul style="list-style-type: none"> ● Unit Tests ● Quizzes
Benchmark	Alternative
<ul style="list-style-type: none"> ● Notebook check with rubric ● End of unit presentation with rubric 	<ul style="list-style-type: none"> ● Presentations ● Performance Assessments ● Role Play ● Self Assessments ● Partner Assessments
Resources	
Required	Supplemental
<ul style="list-style-type: none"> ● Shape America.org ● Openphysed.org 	<ul style="list-style-type: none"> ● The PE Shed.com ● The Physical Educator.com ● pegames.org ● peuniverse.com ● sparkpe.org
Movement Skills and Concepts	

Pacing: 12 - 15 Weeks

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move). NJSL

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> • The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. • Feedback impacts and improves the learning of movement skills and concepts. • Teamwork consists of effective communication and respect among class and team members. 	<ul style="list-style-type: none"> • 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). • 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well as 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).
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Demonstrating strategies in game situations will enhance performance. • Comparing and contrasting strategies modifies and improves one's current individual and team effectiveness. • Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. • Personal behaviors impact one's outcome of an activity. • Sport psychology techniques prepare athletes to compete at the optimum level. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful. Developing manipulative movement skills improve one's abilities to participate in games and physical activities. • Using movement and spatial skills improves overall performance in both isolated and applied settings. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	<ul style="list-style-type: none"> • To what extent does strategy influence performance in competitive games and activities? • How can working cooperatively with teammates benefit the outcome of a game? • Why is it important to follow rules and cooperate during an activity? • What factors help to keep activity safe? • Why are movement skills important in isolated settings as well as applied settings? • How do weight transfer, power, speed, agility, and range of motion impact performance? • What are movement skills? • How can we refine our movement skills? • How can moving keep one physically fit? • How can practicing movement skills make games more fun? • Why do I have to understand concepts of movement when I can already perform the movement? • How can practicing physical activity improve overall performance? • How can we move effectively and efficiently? • How do we interact with others during physical activity? • Why is constructive feedback important? • What can we learn from team sports?

Learning Objectives

- Cooperative Strategies
 - Demonstrate the use of offensive, defensive, and cooperative strategies
 - Describe the use of offensive, defensive and cooperative strategies
 - Compare and contrast offensive, defensive, and cooperative strategies
 - Use offensive, defensive, and cooperative strategies effectively in applied settings
- Movement Skills
 - Students will be able to demonstrate developmentally appropriate for when using movement skills in applied settings; demonstrate the use of force and motion to impact the quality of physical movement
 - Students will be able to evaluate the critical elements of a movement skill or skill combination; employ the principles of space, effort and relationships to modify movement; perform planned movement sequences based on a theme and using rhythm or music.
 - Students will be able to explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
 - Students will be able to create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
 - Students will be able to use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Movement Concept
 - Students will be able to describe how to refine and increase control when performing movement skills; discuss how practice, regular participation, and appropriate feedback improve performance.
 - Students will be able to correct movement errors in response to feedback and explain how the change improves performance.
 - Students will be able to discuss how movement activities pose opportunities for self- expression, creativity, and teamwork; analyze movement sequences for the proper use of body mechanics, and suggest improvements.
 - Students will be able to 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).
 - Students will be able to demonstrate the transition of movement skills from isolated settings into applied settings.
 - Students will be able to apply the concepts of force and motion to impact performance.
 - Students will be able to detect, analyze, and correct errors and apply to refine movement skills.

Kindergarten Activities

- Tagging & Tag Activities:
 - Freeze Tag
 - Banana Tag
 - Fitness Tag
 - Blob Tag
 - Banana Freeze Tag
 - Freezer/Melter Tag
 - Pumpkin Tag
 - Snowman Tag
- Spatial Awareness & Locomotor Skills:
 - Locomotor Warm Up
 - Movement Dance
- Throwing and Catching Skills:
 - Swamp Ball
 - Happy Fun Ball

- Throwing with a partner
- Throwing against the wall
- Kicking and Ball Handling Skills:
 - Kicking the ball with partner
 - Kicking at a goal
 - Passing a soccer ball
 - Passing ball with a partner

First Grade Activities

- Soccer & Kicking/Dribbling
 - Ball Control
 - Kicking for accuracy
 - Kicking for distance
 - Kicking at a goal
- Jump Roping Skills:
 - Jumping rope forward and backward
 - Long rope jump rope
- Scooter Skills:
 - Sitting properly on scooter
 - Moving forward/backward on scooter
 - Scooter safety
- Pillow Polo Hockey:
 - Holding the stick
 - Swinging the stick
 - Hitting a ball with the stick
 - Scoring a goal with the stick
 - Pillow Polo safety

SECOND GRADE ACTIVITIES

- Kickball:
 - Kicking the ball
 - Running the bases
 - Catching the ball
 - Pitching the ball
- Base Running Skills
 - Touching all the bases with your foot
 - Running over all the bases
- Football Skills & Dodging/Weaving
 - Throwing a football
 - Catching a football
 - Punting a football
 - Holding a football
- Badminton & Volleyball Activities
 - Holding a racquet
 - Holding a birdie/shuttlecock
 - Swinging a racquet

- Hitting the birdie
- Different ways to hit the birdie
- Different ways to serve
- Basketball
 - Handling a basketball
 - Dribbling a basketball
 - Passing a basketball
 - Shooting a basketball into the basket
 - Basketball safety

CAREER, COMPUTER SCIENCE, KEY SKILLS, AND INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**
Model integrity, ethical leadership and effective management.
Activity: During a class discussion students will list the importance of good sportsmanship, cooperation, and sharing/helping teammates during gameplay.
- **9.2 Career Awareness, Exploration, and Preparation**
9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Activity: Instructor will lead a discussion about the importance of physical fitness and what careers would you need to be physically fit to do for a living.
- **9.4 Life Literacies and Key Skills**
9.4.2.DC.2: Explain the importance of respecting the digital content of others.
Activity: Students will research Olympic athletes and list where they found the information/pictures. A discussion will follow explaining why we cite sources of information.
- **Computer Science**
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Activity: Students will use computers to research their favorite physical activity and document the equipment and skills necessary to participate in that activity.
- **Interdisciplinary Connections**
 - **SL.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Activity: Students are encouraged to ask clarifying questions after the instructor is finished explaining the activities of the day. Students can also ask teammates for direction if they need help.
 - **1.NBT.1** Count utilizing written or verbal numerals starting at any number less than 100.
Activity: Using whiteboards, students will write down and add up their team scores.
 - **MP.5** Use appropriate tools strategically.
Activity: Using equipment as manipulatives, students will calculate their team score at the end of the game.
 - **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Activity: Students will work in groups to plan a strategy utilizing items they are supplied and available on the floor to move across the gym floor without touching it. Students will tell the instructor their plan before the game starts.
 - **K.CC.A.** Know number names and the count sequence.
Activity: Students will keep score of points with teacher assistance.

- **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Activity: Students will write about the beginning, middle, and end of their physical education class with the aid of digital photos.

Physical Fitness

Pacing: 12 - 15 Weeks

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions. (NJSL)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> ● The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. 	<ul style="list-style-type: none"> ● 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. ● 2.2.2.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.
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. ● Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort. ● Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. ● Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. ● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. ● Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise. ● Ongoing feedback and assessment are necessary for determining the effectiveness of a personal fitness program. 	<ul style="list-style-type: none"> ● What changes in lifestyle will lead to improved health and wellness? ● How do I develop an appropriate personal fitness program and find the motivation to commit to it? ● How do you realize age-appropriate fitness? ● Why do we move? ● How can movement make my body healthy? ● How can moving keep one physically fit? ● How can practicing physical activity improve overall performance? ● What can we do to be physically active and why is this important?

Learning Objectives

- Fitness, Physical Activity: describe the physical, social, and emotional benefits of regular physical activity; describe how body systems adapt over time to regular physical activity; describe how age, heredity, training, and healthy behaviors impact fitness; differentiate among activities that improve skill fitness versus health-related fitness; describe the relationship between physical activity, healthy eating, and body composition
- Training: discuss the relationship between practice, training, and injury prevention; apply the appropriate training principles to various forms of physical activity used to improve personal fitness; discuss how the principles of training improve personal fitness;
- Achieving, & Assessing Fitness : engage in physical activity at a target heart rate for a minimum of 20 minutes; monitor physiological indicators before, during, and after exercise; assess personal fitness

Kindergarten Activities

- Discussion on safety in the gymnasium
- Describe and demonstrate good sportsmanship
- Discussion on why it is important to stay active
- Demonstrate how to be helpful to classmates/teammates
- Students will set a goal to do a certain exercise once a week

First Grade Activities

- Discussion on working together as a team
- Demonstrate how to be respectful of others personal space
- Discussion on why it is important to work as a team
- Students will track the amount of exercise they do for a week.

Second Grade Activities

- Discussion on different muscles that are used when exercising
- Describe how exercise makes you feel.
- Discussion on what health problems you can have if you don't exercise and eat right.
- Students will track their daily steps using a pedometer or their own device.

CAREER, COMPUTER SCIENCE, KEY SKILLS, AND INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**
- Act as a responsible and contributing community member and employee.
Activity: During gameplay, the instructor will stress the importance of volunteering to do certain jobs when on a team or in a group setting.
- **9.2 Career Awareness, Exploration, and Preparation**
9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
Activity: Students will research a sport or fitness activity that interests them and explain how they believe they could get paid to do that career in the future.
- **9.4 Life Literacies and Key Skills**
9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
Activity: Students will poll the class on what their favorite physical activity is. Then they will create a graph using the information.
- **Computer Science**
8.1.2.DA.4: Make predictions based on data using charts or graphs.

Activity: Students will predict what activity a class will choose based on the data collected on their favorite activity.

● **Interdisciplinary Connections**

- **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Activity: During a word-building activity students will gather letter tiles with various numbers and add up points as they build various words.

- **W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.

Activity: Students are encouraged to share and fitness skills they have learned outside of school. These students will have the opportunity to demonstrate the skill they have learned and the other students can also try the skill.

- **2-PS1-3** Energy and Matter Objects may break into smaller pieces and be put together into larger pieces, or change shapes.

Activity: Students will build towers using colored buckets which they will protect from the other team knocking them down. If the towers are knocked down the students will use the pieces to build them back up again.

- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Activity: Students will use shoe tying practice books to learn how to tie their shoes. They will then demonstrate the procedure during an assessment.

Lifelong Fitness

Pacing: 12 - 15 Weeks

Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities. (NJSL)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> ● Exploring wellness components provide a foundational experience of physical movement activities. ● Resources that support physical activity are all around you. 	<ul style="list-style-type: none"> ● 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. ● 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. ● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Accepting other students’ abilities and skills by working together and building good sportsmanship. ● Not following rules has consequences. 	<ul style="list-style-type: none"> ● How can you demonstrate good sportsmanship? ● Why do I have to show good sportsmanship and follow the rules when others do not? ● How can cooperating strategies help one be a

<ul style="list-style-type: none"> ● Rules are necessary to ensure safety and organization. 	<p>better team player?</p> <ul style="list-style-type: none"> ● Why is it necessary to follow rules? ● Why is physical fitness important to lead a healthy lifestyle? ● What different ways can the body move given a specific purpose? ● How will physical activity help us now and in the future?
--	---

Learning Objectives

- Sportsmanship, Rules and Safety
 - Compare the roles and responsibilities of participants and observers; summarize general and specific activity rules
 - Recommend strategies to improve behavior, participation, and enjoyment
- Sport Psychology
 - Describe the use of mental preparation strategies
 - Demonstrate the use of mental preparation strategies

Kindergarten Activities

- Team Building/Cooperative Activities:
 - Seeing Spots
 - Common Thread
 - Classification
 - Railroad Tracks
 - Bumpity-ump-bump-bump
 - Body Parts
 - Human Alphabet
 - Golf ball trampoline

First Grade Activities

- Team Building Activities:
 - Hot Seat
 - Line Up
 - The Perfect Square
 - Rock, paper, scissors
 - Ground Hop
 - Tick Tock
 - Applause, please

Second Grade Activities

- Team building activities:
 - Flip-the-sheet-challenge
 - Sneak Peek
 - Hula Hoop Pass
 - Eye Contact
 - Fingertip Hula Hoop
 - No Hands cup stacking challenge
 - Caterpillar
 - Shrinking Lifeboat

CAREER, COMPUTER SCIENCE, KEY SKILLS, AND INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**
- Demonstrate creativity and innovation.
- Activity: Students will work as a group to create a tag game that can be played in class. Students will list concepts, equipment needed, and rules of the game.
- **9.2 Career Awareness, Exploration, and Preparation**
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- Activity: The instructor will lead a discussion on how your interests could lead to a career, including an interest in a sport or physical activity.
- **9.4 Life Literacies and Key Skills**
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- Activity: Students will work as a group to create a strategy during a cooperative obstacle course.
- **Computer Science**
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- Activity: Students will keep track of their steps using a pedometer and graph those steps using a relevant computer program
- **Interdisciplinary Connections**
 - **SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
 - Activity: When students are chosen to be team captains they will work with their co-captains to work out a strategy, position their players, and answer any questions about the activity of the day.
 - **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 - Activity: Whenever an activity or game is explained students are given time to ask questions to clarify the concept.
 - **3-PS2-1** Cause and Effect Cause and effect relationships are routinely identified.
 - Activity: During the game of bowling, students will realize that their stance and arm swing will cause more or fewer pins to be knocked down.