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| Pacing Guide | | | | | |
| Content Area: Physical Education | | | | | |
| Grade Level: First | | | | | |
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|  | Unit Title: Safety Rules and Requirements/ Classroom Set-Up | |  | Two Weeks |  |
|  | Unit Title: Body Awareness/ Movement and Skills | |  | Two Weeks |  |
|  | Unit Title: Body Movement/ Kicking | |  | Three Weeks |  |
|  | Unit Title: Fitness-Gram Activities | |  | Three Weeks- Fall, Winter, Spring |  |
|  | Unit Title: Obstacle Course | |  | Two Weeks |  |
|  | Unit Title: Jump Rope for Heart | |  | Three Weeks |  |
|  | Unit Title: Scooters | |  | One Week –Fall, Winter, Spring |  |
|  | Unit Title: Running/ Agility Activities- Group Activities | |  | Two Weeks |  |
|  | Unit Title: Ball Manipulation/ Basketball | |  | Two Weeks |  |
|  | Unit Title: Rhythm and Dance | |  | Two Weeks |  |
|  | Unit Title: Yoga | |  | Two Weeks |  |
|  | Unit Title: Racquet Skills/ Striking | |  | Two Weeks |  |
|  | Unit Title: Field Day Prep Activities | |  | Two Weeks |  |
|  | Unit Title: Net Games | |  | Two Weeks |  |
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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Safety and Rules/Classroom Set-Up** | | |
| 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Safety Rules & Requirements / Classroom Set-up | Time Frame: 2 Weeks |
| Standard: NJCCCS  **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **Cumulative Progress Indicators:**   * 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 | |
| **Enduring Understanding**:   * Safety is an important requirement not only in the school setting but in everyday life and situations. * Following rules and procedures are effective ways to make sure you are working towards the same goals as everyone else in an organized and safe manner. * Practicing appropriately and safely while participating in games, sports or activities contributes to the enjoyment of the event. | **Essential Questions:**   * What would school life be like without rules? * Should everyone have to follow rules? |
| **Knowledge and Skills:**   * Students will understand the importance of acting appropriately to insure their enjoyment, safety and well-being. * Students will understand that being organized in squads/lines and in order can help them to prepare quickly for the next activity. | **Demonstration of Learning:**   * Students will be able to demonstrate proper entry and exit procedures as requested by the instructor. * Students will be able demonstrate proper and quick exiting procedures in the case of emergencies. * Students will be able to demonstrate the formation of squads/lines to facilitate entry into other activities. |
| **Suggested Tasks and Activities:**   * Practice Squad set-up drills and positioning (inside & out). * Students will brainstorm list of rules appropriate for gym class * Incorporate the entry and exiting procedures into the opening and closing activities of the period. * Time students to see how quickly they gather into their squads/lines | **Technical Integration:**   * Music will be used to have students start and stop activities. |
| Resources: Fitness-gram, SHAPE, P.E. Central | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Body Awareness/ Movement Skills** | | |
| 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
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| Unit Title: Body Awareness / Movement Skills | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style * 2.5.2.A.4 -Correct movement errors in response to feedback | |
| Enduring Understanding:   * Each component of fitness contributes to an individual’s health, mentally, emotionally, socially as well as physically. * We have control over how our body moves * How we move our body can carry out into different aspects of our lives. * Know when certain body movements are appropriate for the setting in which they are taking place. | Essential Questions:   * What is so important that we need to learn about personal/self-space, general space? * What do we need to look out for when playing around other people or objects? * When might I need to get into or stay out of someone else’s personal/self-space? |
| Knowledge and Skills:   * Students will understand how movements such as lateral, sidestepping and pivoting can be more effectively and safely in many situations. * Students will learn that changing directions can help while dodging and fleeing. | Demonstration of Learning:   * Students will demonstrate assigned movements during activities in general-space while maintaining a safe distance from others. |
| Suggested Tasks and Activities:   * Movement skill games   + Freeze tag   + Spaceship tag * Freeze Dance * I see, I see | **Technical Integration:**   * Musical CDs and PA system can be used to set pace of movement as well as starting/stopping |
| Resources: PE Central, Shape (PE Organization), various reference/ game/activity books available in the field of P.E. | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Body Awareness/ Kicking** | | |
| 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | |
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| **Unit Title: Body Movement/ Kicking** | | Time Frame: 3 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * 2.5.2.A.4 -Correct movement errors in response to feedback * 2.5.2.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. * 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 | | |
| **Enduring Understanding:**   * Body posture and movement effects how far or what direction an objects moves towards * Personal space is important for safety and for daily life activities * Rules help in keeping activities safe and fair * Practicing sportsmanship in activities makes for a more successful experience and outcome. | **Essential Questions:**   * Why is sportsmanship so important in sports? * What is the proper body positioning to complete:   - dribbling  - passing  - kicking   * Why is practicing safety so importance while participating in soccer activities? | |
| **Knowledge and Skills:**   * Recognize where to kick the ball   -top  -middle  -bottom   * Feet should be shoulder width apart with knees bent * Step, Turn and Kick – passing * Step, Bend and Kick - kicking * Duck walk – use insteps for dribbling | **Demonstration of Learning:**   * Students will demonstrate their ability to   + Dribble the ball stationary and short distance   + Pass the ball to a target   + Kick the ball to the target   + Have proper body positioning | |
| **Suggested Tasks and Activities:**   * Dribbling to cones/relays * Partner passing * 1 vs 1 pin ball * Soccer Bowling | **Technical Integration**:   * Music during activities, videos to show skills | |
| Resources: PE Central, Shape (PE Organization), various reference/ game/activity books available in the field of P.E. | | |

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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Fitness-Gram Activities** | | |
| 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
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| Unit Title: Fitness-Gram Activities | Time Frame: 3 Weeks –Fall, Winter, Spring | |
| Standard:**2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.6.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and * 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 | | |
| **Enduring Understanding:**   * Strong effort and practice will show improvement * Participation in our Fitness-Gram (running) activities helps strengthen our cardio-vascular system and to increase our endurance level. * The importance of trying to do our best the first time we try any activity and to better ourselves with each additional trial attempted. * Self-motivation is an important factor in achieving success in these trials as well as in life in general. | | **Essential Questions:**   * Why is it important to test our current abilities? * What parts of our bodies (muscle groups) are we testing * What can I do to get better results? |
| **Knowledge and Skills:**   * Students will be aware of their current level of achievement and work towards improving it. * Students will know the proper form and techniques needed to achieve increased performance. * Students will be aware of simple activities they can do at home to help them prepare for and achieve increased results. | | **Demonstration of Learning:**   * Will be able to understand that endurance testing increases their heart rate which in turn helps develop their cardio-vascular system which they can self-monitor. * Students will be able to demonstrate their abilities in the following trials; * Perform/endurance runs (1/4 mile run, Pacer tests) * Flexibility testing (Flex-box, Trunk lift) * Upper body testing (flexed arm hang) * Abdominal testing (curl-ups) |
| **Suggested Tasks and Activities:**   * Trial testing will be provided by performing the activities listed in the “Demonstration of Learning” area. * Students can perform simple nonintrusive activities at home to help them prepare for and achieve increased results for the Fitness-Gram testing. | | **Technical Integration:**   * Use of CD and PA system to provide music, timing guidance, rhythm and instruction to the student. |
| Resources: Fitness-Gram endorsed by the Presidential Youth Fitness Program | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Obstacle Course** | | |
| 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Obstacle Course | | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.2.A.1 - Explain and perform [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style * 2.5.2.A.4 -Correct movement errors in response to feedback | | |
| Enduring Understanding:   * Student will be able to maneuver their bodies through the obstacle course involving running, balance, spatial awareness, jumping, crawling and rolling. * Students will understand the safety issues while participating in the obstacle course. | Essential Questions:   * Why should things be done in order? * Is competition fun? | |
| Knowledge and Skills:   * Students will watch the teacher complete the obstacle course as well as peers. * Students will practice and refine different gross motor skills | Demonstration of Learning:   * Students will jump with two feet through the hula hoops * Students will walk on the balance beam one foot in front of the other * Students will make their bodies small to fit through the tunnel and hula hoops * Students will control body to roll down the wedge mat | |
| Suggested Tasks and Activities:   * Obstacle course, jumping through hula hoops, balance beam, crawl through the tunnel, spatial awareness. | Technical Integration:   * Music will be played to direct students when to start and stop. * Stop watch will be used to show students time of completing the course. | |
| Resources: P.E. Central, SHAPE | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Jump Rope for Heart** | | |
| |  | | --- | | 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Jump Rope For Heart | Time Frame: 3 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.P.A.1 -Develop and refine gross motor skills * 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.3- Respond in movement to changes in tempo, beat, rhythm, or musical style * 2.5.2.A.4 -Correct movement errors in response to feedback * 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. * 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 | |
| **Enduring Understanding:**   * Students will understand the effects of having a healthy heart and what they can do to help others that don’t. * Students will be able to jump the long and short ropes -one foot -alternating * Students will participate in jumping activities -jumping jacks - hop scotch | **Essential Questions:**   * How can we help others in need? * What are some things you can do to teach others about keeping our hearts healthy? |
| **Knowledge and Skills:**   * Student will understand the need for daily physical activity. * Students can identify between the different ropes; short, long. | **Demonstration of Learning:**   * Students will be able to hold and turn a jump rope properly * Students will be able to jump with two feet, one foot, alternating feet. * Students will be able to complete at least 20 jumping jacks consecutively. |
| **Suggested Tasks and Activities:**   * Short rope practice with teacher modeling * Long rope practice jumping over a moving rope * Obstacle course – jumping section –hula hoops and hopscotch | **Technical Integration:**   * Music to have the students jumping to the beat, and as a signal for when to start and stop. |
| Resources: American Heart Association, SHAPE, P.E. Central | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Scooters** | | |
| |  | | --- | | 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Scooters | Time Frame: 1 Week- Fall, Winter, Spring |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.2.A.1 - Explain and perform [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style * 2.5.2.A.4 -Correct movement errors in response to feedback * 2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. * 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. | |
| **Enduring Understanding:**   * Students will understand the safety issues for riding the scooter * Students will be able to explain what muscles are being used * Students will work in teams to complete tasks on the scooters | **Essential Questions:**   * What is the proper body position for riding the scooter safely? * What muscles if any do you think you are using to move forward? Backward? On your stomach? * What strategies can you use to help your team? |
| **Knowledge and Skills:**   * Students will understand why it is important to ride the scooters safely. * Students will understand how the body’s muscles are used through different activities. * Student will have the proper form when moving on the scooter | **Demonstration of Learning:**   * Students will be able to scoot on the scooters correctly * Students will be able to explain and locate the muscles being used while riding the scooter * Students will be able to contribute to their team during the scooter activities by riding the scooters correctly and showing good sportsmanship |
| **Suggested Tasks and Activities:**   * Directional riding * Relay Races - Teams * Healthy food game * Scooter Scavenger | **Technical Integration:**   * Music for motivation and start and stop cues. |
| Resources: SHAPE, P.E. Central | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Running/ Agility Activities- Group Games** | | |
| |  | | --- | | 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Running / Agility Activities – Group Games | | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * 2.5.2. A.1 - Explain and perform [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.2. A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style * 2.6.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). | | |
| Enduring Understanding:   * Students will understand the necessity of running/moving vigorously and safely * Students will understand personal space while running/moving with others * Students will understand different speeds and directions * Students will understand different loco-motor skills | Essential Questions:   * What are the benefits of running/moving vigorously? * What happens to your body when you run/move vigorously? * Why is it important to run/move safely? * How can we move differently? | |
| Knowledge and Skills:   * Students understand that running/moving vigorously during games keeps us healthy. * Students understand that following the rules allows us to enjoy and continue staying healthy. * Students understand how to change between running, skipping and galloping | Demonstration of Learning:   * Students will demonstrate their understanding of their motor skills during the games * Students will demonstrate their ability to change speed and directions safely | |
| Suggested Tasks and Activities:   * Group running * Tag   -Fire and Ice  -Exercise tag  -Everyone’s it   * Sharks and Minnows | **Technical Integration**:   * Music to be used for motivational reasons as well as start and stop cues. | |
| Resources: P.E. Central, SHAPE | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Ball Manipulation/ Basketball** | | |
| |  | | --- | | 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Ball Manipulation/ Basketball | | Time Frame: 2 Weeks |
| Standard: NJCCCS  **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style * 2.5.2.A.4 -Correct movement errors in response to feedback | | |
| Enduring Understanding:   * Students will understand how to dribble a basketball   -stationary  -moving   * Students will understand how to bounce pass a ball to a partner * Students will understand how to shoot a basketball | Essential Questions:   * What skills are needed in order to dribble a ball? * What are things I can do to be better at passing and dribbling? | |
| **Knowledge and Skills:**   * Students understand that one hand is used to dribble the basketball * Students understand how to bounce pass the basketball to a partner * Students understand the force need to shoot the basket ball | Demonstration of Learning:   * Students will demonstrate the proper body positioning for dribbling a basketball * Students will demonstrate how to bounce pass and receive a bounce pass ball stationary. * Students will demonstrate how to shoot the ball at the 8 foot basket. | |
| **Suggested Tasks and Activities:**   * Stationary and moving dribbling * Dribble to music beat * Partner bounce and catch game * Stations; shooting, dribbling and passing * Number basketball | **Technical Integration:**  Music will be used for motivation and for start and stop cues. Music will also be used to set the beat/rhythm for bouncing the ball. Video- skill techniques | |
| Resources: SHAPE, P.E. Central | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Rhythm and Dance** | | |
| |  | | --- | | 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Rhythm and Dance | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  Cumulative Progress Indicators:   * 2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style * 2.5.2.A.4 -Correct movement errors in response to feedback * 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness | |
| Enduring Understanding:   * Students will understand that moderate to vigorous participation in dance activities provide the basis for pursuing a healthy lifestyle * Students will appreciate how involvement in dance activities can be used throughout life as a source of fun, entertainment, exercise and socializing. * Students can take moves provided, change or rearrange them and create new moves or dances of their own. | Essential Questions:   * How will dancing keep us healthy and physically fit? * How does the constant high activity level of dance help our hearts? * What muscles groups are we using when we dance? |
| Knowledge and Skills:   * Students will understand that vigorous dancing will help strengthen various muscle groups as well as our heart * Students will learn that some dance moves are similar to moves used in sports? * Students will be aware that simple individual moves when combined with others create dance | Demonstration of Learning:   * Students will demonstrate their ability to dance along with of the Wii Dance system. * Students will demonstrate their directional and timing abilities |
| Suggested Tasks and Activities:   * Dance Party * Kaboom DVD | Technical Integration:   * Wii System |
| Resources: Wii System, Dance Party Game, Kaboom DVD, P.E. Central, SHAPE | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Yoga** | | |
| |  | | --- | | 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Yoga | Time Frame: 2 Weeks |
| Standard: NJCCCS  **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. * 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health. | |
| Enduring Understanding:   * Students will understand that yoga is a lifelong activity that promotes health and physical activity * Students will understand that the body has many muscles that are used to support itself * Students will understand how to control their breathing | Essential Questions:   * Can yoga help keep us calm? * How can breathing help us when we are angry or frustrated? * What are things you do to stay focused and calm down? |
| Knowledge and Skills:   * Students will understand that many muscles are used to support their body * Students will understand that controlling their breathing will help them focus * Students will understand that yoga can be to calm down and focus | Demonstration of Learning:   * Students will demonstrate the yoga poses that are on the yoga mat * Students will demonstrate their flexibility by performing the yoga poses * Students will demonstrate their muscular strength by performing the yoga poses |
| Suggested Tasks and Activities:   * Teacher modeling and students following on their own yoga mats * Students will work with a partner using yoga mats * Students follow along with yoga DVD | Technical Integration:   * Music – calming music will be played. * Yoga DVD |
| Resources: Yoga DVD, SHAPE, P.E. Central | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Physical Education** | **Grade Level : First** | |
| **Unit Title: Racquet Skills** | | |
| |  | | --- | | 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Racquet Skills/Striking | Time Frame: 2 Weeks |
| Standard: NJCCCS  **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.2.A.1 - Explain and perform [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) 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.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. | |
| Enduring Understanding:   * Students will understand what the game of badminton is and where it originates from. * Students will understand how holding a racquet properly will affect where the object goes * Students will understand at what level to strike an object so it goes over the net * Students will understand why they must keep their eyes on the object before striking | Essential Questions:   * What is badminton? * How many hands do you hold the racquet with? * How do you make the object bounce up, down, forward? |
| Knowledge and Skills:   * Students will hold the racquet with one hand * Students will learn to keep their eyes on the object * Students will use hand/eye coordination to hit the ball with the racquet. | Demonstration of Learning:   * Students will be able to strike a yarn ball to themselves and a partner * Students will be able to strike a yarn ball to a partner |
| Suggested Tasks and Activities:   * Students will use badminton racquets to balance and bounce a yarn ball * Teacher will model and students will practice alone, then with partners | Technical Integration:   * Stopwatch- use a stopwatch to see how many hits they can get in an allotted time. |
| Resources: American Heart Association, SHAPE, P.E. Central | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Field Day Activities** | **Grade Level : First** | |
| **Unit Title: Racquet Skills** | | |
| |  | | --- | | 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Field Day Prep Activities | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). * 2.5.2.A.1 - Explain and perform [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) 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.4 - Demonstrate strategies that enable team members to achieve * 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. | |
| Enduring Understanding:   * Students will understand that field day is a culminating event to show case their skills learned all year * Students will understand the rules for all activities for field day * Students will understand how sportsmanship and teamwork will benefit them during field day | Essential Questions:   * What is field day? * Why do we have field day? * What is sportsmanship and teamwork? |
| Knowledge and Skills:   * Students will know that field day is a culminating event * Students will know that their class will work together and cheer for each other during activities * Students will use a combination of skills learner throughout the year to participate | Demonstration of Learning:   * Students will be able to wait their turn and follow the directions in each relays race * Students will be able to work with classmates to complete activities. |
| Suggested Tasks and Activities:   * Students will observe a demonstration of each activity; relay races, tug of war, obstacle course, parachute games and team games. * Students will get multiple trials to practice each event and figure out the best ways for each one to participate | **Technical Integration:**   * Music for motivation and stop and start cues. * Stopwatches to time teams. |
| Resources: Field Day Guide handbook, P.E. Central | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |

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| **Content Area: Field Day Activities** | **Grade Level : First** | |
| **Unit Title: Net Games** | | |
| |  | | --- | | 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.   * 1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.   3. Ask questions to clear up any confusion about the topics and texts under discussion.   SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL.1.6. Produce complete sentences when appropriate to task and situation. | | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** |
| Technology Standard: **8.2 Technology Education, 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.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.   Career Readiness: CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | | |

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| Unit Title: Net Games | | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.2.A.1 - Explain and perform [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) 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.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. | | |
| Enduring Understanding:   * Students will understand the importance of safety games involving a net * Students will understand how to position their body to propel an object over the net * Students will understand how sportsmanship will be used to participate with a partner or team | Essential Questions:   * Does it matter how our arms and hands are positioned when we are trying to get an object over the net? | |
| Knowledge and Skills:   * Students will know net safety * Students will be able to throw, hit and bounce an object over the net | Demonstration of Learning:   * SWBAT participate without running under or pulling the net * SWBAT direct the object where they want it to go * SWBAT participate within a group during a net game | |
| Suggested Tasks and Activities:   * Clean their room game w/net * Throw and catch with partners over the net (change size of objects) | Technical Integration:   * Music will be used for motivation | |
| Resources: SHAPE, P.E. Central | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | * Compacting * Flexible grouping * Independent practice/skill * station groups * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- turn and talk, multiple choice, open ended… * Centers/Stations * Use of technology * Journals/Logs - FitnessGram | * Demonstration of skill * Summative unit test * Group discussion * Conduct psycho-motor assessment * Formulate & defend physical skill technique * Design/modify a game |
| **ELL** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling * Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Google translate * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration |
| **At Risk** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Vocabulary lists * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Centers/Stations * Scaffolding * Chunking * Extended time * Differentiated instructional outcomes * Use of technology * Frequent checks for understanding * Word/picture wall * Teacher modeling * Peer modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |
| **IEP/504** | * Compacting * Flexible grouping * Controlled choice * Multi-sensory learning-auditory, visual, kinesthetic, tactile * Pre-teach vocabulary * Visuals/Modeling Varying levels of resources and materials * Use of technology | * Tiered Assignments * Leveled questions- … * Centers/Stations * Scaffolding * Extended time * Differentiated instructional outcomes * Preferential Seating * Use of technology * Small group/one-to-one instruction * Teach information processing strategies * Chunking * Frequent checks for understanding * Access to teacher created notes * Word/picture wall * Teacher modeling | * Rubrics * Group tasks * Quizzes, tests with various types of questions * Physical Demonstration * Oral assessments |