Belvidere Cluster Wide
Physical Education Curriculum
Grade 1
Updated Fall 2018

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

– English Language Arts
– Science and Scientific Inquiry (Next Generation)
– Social Studies
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads
Chromebooks/Laptops
Projector/YouTube/Internet
Interactive SmartBoard activities

NJSLA Technology
8.1.2.A.2
Create a document using a word processing application.
8.1.2.A.4
Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.B.1
Create a story about a picture taken by the student on a digital camera or mobile device.
8.1.P.C.1
Collaborate with peers by participating in interactive digital games or activities.
8.1.2.E.1
Use digital tools and online resources to explore a problem or issue.

CAREER EDUCATION
(NJDOE CTE Clusters)

– Education & Training
– Finance
– Information Technology
– Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

– Health Literacy
– Environmental Literacy
– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format

- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Seacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Physical Education, Movement Education/Rhythm   Grade 1

Content Area: **Physical Education**
Course(s):   **Physical Education**
Time Period: **September**
Length: **30 days**
Status: **Published**

Enduring Understanding

Movement must occur safely in personal and general space and can changing based on music.

Essential Questions

How can individuals use personal and general space?
Why is it important to move in control?
How does music change the way I move?

New Jersey Student Learning Standards

HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.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).
HPE.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.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

Student Learning Objectives

Demonstrate appropriate control while moving in personal and general space (i.e. game, physical activity, dance)
Explain and demonstrate how basic movement and safety play a role in movement activity.
Respond to a change in tempo, beat, rhythm, and musical style while performing in time, and with appropriate force and flow.
Correct movement errors in response to feedback.
Demonstrate understanding of how fundamental concepts related to the effective execution of actions provide the foundation for participation in games, sport, dance and recreational activities.
Explain the difference between the four main dance styles.
Explain and apply of the basic elements of dance to a performance.
Apply and adapt isolated and coordinated body part articulations, body alignment, balance and body patterning at an emerging level.
Utilize various improvisational skills and techniques in a performance.
Explain and apply relationship between the dynamic alignment of the body while standing and moving and the coordination and isolation of different body parts.
Identify differences between pedestrian movements and formal dance movements.

Instructional Activities

- Travel to music using the locomotor movement the teacher calls out. They find self-space when music stops.
- Follow the Leader – Partners take turns being the leader. Walk in different ways and directions

- Animal walks: penguin, crab, gorilla, frog, elephant, and etc.
- Tag Games- Focus on rules and boundaries
- Examination of Simple Line Dance- Macarina, Cotton Eye Joe, and etc.
- "Simon Says"- pantomime, pedestrian movement, abstract gesture, and dance movement.
- Participate in simple dances and add improvisation
- Dance Routine Creation- create a simple sequence using isolated and coordinated body movements (1 of each- body articulations, body alignment, balance, and body patterning)

Interdisciplinary Connections
Visual and Performing Arts - Dance construction

Assessment
Exit slip
Checklist of elements of dance in simple performance
Peer/Self-assessment of elements of dance
Peer observation of dance performances
Rubric for presentation of simple dance
Teacher observation

Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments
Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.V3Ek3PkrLIV
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132762#.V3ElI_krLIU
http://www.sparkpe.org/wp-content/uploads/2009/11/K2_Mani_Line-Boogie.pdf
http://www.sparkpe.org/wp-content/uploads/2009/11/K2_BST_Body-Positions.pdf
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.V3EmBfkrLIU
http://www.sparkpe.org/physical-education/k-2/curriculum/table-of-contents (create a dance)

Unit #2, Physical Education, Wellness   Grade 1

Content Area: **Physical Education**
Course(s):   **Physical Education**
Time Period: **November**
Length: **30 days**
Status: **Published**

Enduring Understanding

Combining positive thinking with daily physical activity leads to physical fitness.

Essential Questions

Why is it important to be active?
How can thinking positively help me reach my fitness goal?

New Jersey Student Learning Standards

HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.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.

Student Learning Objectives

Develop decision making skills that promote participation in moderate to vigorous age-appropriate physical activities.
Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of obtaining wellness goals.
Explain how a safe environment encourages continued participation in physical activity.
Participate in moderate to vigorous age-appropriate activities that promote fitness.
Develop a fitness goal and monitor progress toward achievement of that goal.

Instructional Activities

Fitness stations/challenges
Clean Your Room
The class is divided into two teams.
The center line of the basketball court is used as the dividing line.
25-30 fleece balls are scattered throughout the center area of the floor.
Students must step and throw balls to the other side of the room.
Students may only throw one ball at a time.
When time runs out, the team with fewer balls on their side gets a point, and the game starts over.
Midnight
The class is divided into two teams which line up at opposite baselines of the basketball court facing each other.
Teacher stands behind one of the teams; they will be the taggers.
Students at the other end ask the teacher together, "What time is it?"
When the teacher responds with a time, those students take the corresponding number of steps toward the tagger while counting the steps out loud.
This process repeats until the teacher responds "midnight" at which point the taggers chase the other team back to the baseline where they came from
Students who are tagged join the other team.
After each round the teacher switches ends of the gym.

Hula Hoop Tag
Players are arranged in random formation on the gym floor.
Five or six hula hoops are scattered throughout the gym floor.
Students kick the hoops along the ground and try to hit other students in the foot.
Students who are hit with a hoop must go to the sidelines.
Players on the sidelines may continue to kick the hoops from the sidelines.
Players in the middle try to eliminate each other by kicking the hoops at other players.
Continue playing until one or two players are left.
The Blob
Students stand scattered around the gym.
Two students hold hands and are designated "the blob."
The blob tries to tag other students.
When tagged, students join on the end of the blob by holding hands.
The game continues until the entire class is connected to the blob.

Obstacle course
 Challenge course
 Participate in the PACER test at a distance of 12.5 meters

Interdisciplinary Connections

ELA - Research project to design games
Math - Adding laps, calculating progress toward a goal

Assessment

Exit slip
Checklist of safety rules
GPAI (Games Performance Assessment Instrument)
Informal Assessment
Peer/Self-Assessment of progress towards fitness goal
Improvement of PACER test level
Teacher observation
Rubric for fitness goal

Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments
Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

http://www.pecentral.com/lessonideas/searchresults.asp?category=51
Sparkepe.org
Pe4life.org
Thephysicaleducator.com
Mrgym.com
Shapeamerica.org
Teachpe.com
Peuniverse.com
Pegames.org
www.topendsports.com/**testing**/**tests**/**pacer-test**.htm

Unit #3, Physical Education, Manipulative Skills Grade 1

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **January**
Length: **30 days**
Status: **Published**

Enduring Understanding

Being able to move in different ways is necessary for different activities.

Essential Questions

What body parts can be used to manipulate an object?
Why does manipulating objects make me good at sports and games?
How can manipulative skills be improved?

New Jersey Student Learning Standards

HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.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).
HPE.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.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.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.

Student Learning Objectives

Safely demonstrate basic throwing and catching skills that develop coordination.
Demonstrate various movement and manipulative skills (throw, catch) with developmentally appropriate control during skill games.
Manipulate objects (ball, bean bag, hula hoop) with different parts of the body during skill practice.
Demonstrate changes in movement (time, force, flow) while manipulating objects (bouncing, soccer dribble, catching) in personal and general space.
Explain what it means to demonstrate good sportsmanship.
Apply sportsmanship principals to games and activities.

Instructional Activities

Balance Beam - Travel in different directions, step over objects, carry object
Hula hoops - Spin around body parts, Jump in and out of, Jump rope style
Balloons - strike with varying amounts of force using the hand and an implement
Balls - dribble with hand and foot, toss and catch, strike with hand, foot, and implement
Frisbees, horseshoes - throw
Beach balls - explore tossing and catching to self and to partner with and without a net

Interdisciplinary Connections

Science - Body parts Identification

Assessment

Checklists
Rubrics
Teacher observation
Anecdotal notes

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=10385#.V3FoFvkrLIU
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=6108#.V3FqY_krLIU
http://www.sparkpe.org/wp-content/uploads/2009/11/K2_Catch_Throw_Circuit.pdf
http://www.sparkpe.org/wp-content/uploads/2009/10/K-2-Straddleball.pdf

Unit #4, Physical Education, Movement Education - Locomotor/Nonlocomotor Skills   Grade 1

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **March**
Length: **30 days**
Status: **Published**

Enduring Understanding

Following safety rules enables all to move with variations in speed, force and flow.

Essential Questions

Why is it important to follow safety rules?
How can one move using variations in speed, force and flow?

New Jersey Student Learning Standards

HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.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.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.

Student Learning Objectives

Demonstrate changes in time, force and flow while moving in self-space (e.g. stretching, curling) and in general space.
Demonstrate basic activity and safety rules and explain how they contribute to stationary movement (e.g. twisting, curling) in a safe environment.
Explain the role of regular physical activity in relational to personal health.
Apply feedback to practice.

Instructional Activities

Use stacking cups to improve hand-eye coordination.
Strike balloons with hand and with a paddle.
Strike beach balls with hand.
Leap for height, for distance
Throw and catch balls of various sizes to self, to partner.
Poly spot pathways for hopping and jumping skills.
Leap the Brook - leap two nonparallel jump ropes on floor which widen slightly after each turn.
Long and individual jump rope skills.
Games which incorporate locomotor skills: i.e. Magician Tag - each magician carries a pool noodle wand while performing a locomotor skill. Anyone tagged by magician (4) performs that magician's skill.

Interdisciplinary Connections

Theater - Role play safety situations

Assessment

In-Class Check of long rope jumping
Informal Assessment
Quiz on how regular physical activity enhances personal health.

Peer Observation
Performance Assessment
Teacher Observation

Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments
Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=132912#.V3F2M_krLIU
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=9471#.V3F2WvkrLIU
http://www.pecentral.com/lessonideas/ViewLesson.asp?
ID=12267#.V3F2ufkrLIUhttp://www.pecentral.com/lessonideas/ViewLesson.asp?ID=132746#.V3F24PkrLIU

Unit #5, Physical Education, Cooperative Games Grade 1

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **May**
Length: **30 days**
Status: **Published**

Enduring Understanding

Cooperative games and team games require different strategies, but both require sportsmanship.

Essential Questions

How should I adjust my strategies when playing a game as a group versus playing against another team?
What qualities should a play possess in order to play offense or defense positions?
Why is attitude important?

New Jersey Student Learning Standards

HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.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).
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.

Student Learning Objectives

Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play.
Demonstrate good sportsmanship in games or other activities.
Compare and contrast cooperative versus competitive strategies in games, sports, and movement activities.
Perform movement skills in isolation.
Identify strategies that enable team and group members to achieve goals.

Instructional Activities

Group Games: Builders and Bulldozers, Cat and Mice, Geese Come Out, Magician Tag, Midnight, Octopus Tag, Fruit and Vegetable Tag
Sports Related Games: Soccer, King of the Hill

Interdisciplinary Connections

Social Studies - Explore games from various cultures

Assessment

Checklist
Performance assessment
Test/Quiz
Written homework
Peer and self-assessment for team work
Wall or chalkboard splash
Exit tickets

Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments
Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

Pecentral.org
Sparkepe.org
Pe4life.org
Education.com
Aapherd.org
Cdc.gov
Pelinks4u.org
Pesoftware.com
Thephysicaleducator.com
Mrgym.com
Shapeamerica.org
Teachpe.com
Peuniverse.com
Pegames.org