1st Grade Physical Education

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **Full Year**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Spatial/Body Awareness	1	1
Fitness	1, 2, 3	on going throughout
Chasing & Fleeing	1, 2, 3	on going throughout
Catching Throwing	1, 2, 3	on going throughout
Skills with Manipulatives	1, 2, 3	on going throughout
Recreational activities	1, 3	2
Holiday Games	1, 2, 3	2
Dance/Gymnastics	2	2
Misc. Lead-Up Games	1, 2, 3	on going throughout
Cooperative activities	1, 2, 3	on going throughout
Scooters	2	3
Sport lead up games	1, 2, 3	on going throughout

Unit Overview

In Physical Education, a focus will be on fitness, skill development, understanding of games and rules, and partipating with good sportsmanship. There will be a focus on finding activities that one enjoys and learning how to incorporate that into their daily life. Students will be exposed to a variety of activities to suit the needs of each student.

Activities may include but are not limited to:

- Various tagging games
- Fitness stations and exercises utilizing FITT principle that focus on muscle strength, muscle endurance, cardiovascular endurance, body composition, and flexibility. Activities may include the use of jump ropes, hula hoops, rollerblades, weights/resistance bands, balance boards, etc...
- Throwing and catching of different balls/objects
- Skills with various manipulatives (striking, juggling, catching, etc...)
- Activities that teach specific sport concepts. Concepts may be used in sports such as: Lacrosse, football, hockey, soccer, basketball, baseball, volleyball
- Dance / Gymnastics

Enduring Understandings

- All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

Essential Questions

- How does understanding of fundamental concepts related to effective execution of actions provide the foundation for participation in games, sports, dance, and recreational activities?
- How does ongoing feedback impact improvement and effectiveness of movement actions?
- In what ways do performing movement skills effectively effect an individual's ability to analyze one's own performance as well as receive constructive feedback from others?
- How can offensive, defensive, and cooperative strategies be applied in most games, sports, and other activity situations?
- What is the relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations?
- How does practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to enjoyment of the event?
- What are the strong cultural, ethnic, and historical background associated with competitive sports and dance?
- How does each component of fitness contributes to personal health as well as motor skill performance?
- To what extent does knowing and applying a variety of effective fitness principles over time enhance

personal fitness level, performance, and health status?

New Jersey Student Learning Standards (No CCS)

1.1.2.Cr1	Generating and conceptualizing ideas.
1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
1.1.2.Cr2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
1.1.2.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
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.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
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.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
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.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
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.
HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

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.
VPA.1.1.2.A.CS1	Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.CS3	There are distinct differences between pedestrian movements and formal training in dance.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.2.2.A.CS1	Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Technology Standards

TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.
TECH.8.2.2.B.3	Identify products or systems that are designed to meet human needs.
TECH.8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
TECH.8.2.2.B.CS4	The influence of technology on history.
TECH.8.2.2.C.4	Identify designed products and brainstorm how to improve one used in the classroom.

TECH.8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
TECH.8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
TECH.8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
TECH.8.2.2.D.CS3	Assess the impact of products and systems.

21st Century Themes/Careers

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Financial Literacy Integration

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Instructional Strategies & Learning Activities

Differentiated Instruction

- Modified materials/equipment
- Modified goals
- Various grouping strategies
- Relationship-Building and Team Building
- Mentoring
- Meaningful Student Voice/Choice

Assessments

Assessments may include but not limited to:

- Teacher questioning
- Teacher checklist for observation
- Self-assessment
- Peer-assessment
- Exit slips
- Skill performance
- Teacher observation
- Performance rubrics
- Written/digital quizzes, tests
- Fitness logs

Resources & Technology

- Projector
- Heart rate trackers
- Music
- Video games
- Personal tablets/computers
- The Internet

Closure

- Class discussion
- Daily Dozen
- Thumbs up / thumbs down
- "What am I?"
- Jeopardy
- Be the Teacher
- I Care Why?
- Sell It To Us
- Key Words
- Whip Around
- 3-2-1
- Fishbowl
- Threee W's
- Pair/Share
- Postcard

- It fits where?
- Where are we going?
- Commercial
- So what's up with...?
- Numbered heads together
- Exit slips

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Google Translate

Special Education

Specific modifications and accommodations for special education students will also be provided according to the students' IEP.

General Modifications / Accommodations

- Use of concrete materials and objects (manipulatives)
- Opportunities for cooperative partner work in small group
- Teach content in smaller segments/steps
- Differentiated center-based small group instruction
- If a manipulative is used during instruction, allow its use on a test
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments with visual instructions

- More frequent progress monitoring
- Provide more opportunities for practice

504

General Modifications / Accommodations

- Preferential seating
- Opportunities for cooperative partner work
- Teach content in smaller segments/steps
- Differentiated center-based small group instruction
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments
- More frequent progress monitoring
- Provide more opportunities for practice
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

The possible list of modifications/accomodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess students needs, and utilize modifications specific to the needs of individual students

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking