

# 01\_Body Management

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **Type Length of Unit**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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"Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions." (2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education)

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Essential Questions:

- How do you use movement skills in everyday life?
- Is being proficient in a variety of movements beneficial to our well being?
- Is it necessary to vary of movement form and in what ways?

## **CONTENT AREA STANDARDS**

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Refer to the mainstream grade-level PE Curriculum

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

## **Declarative Knowledge**

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Students will understand that:

- a physically literate person is competent in the skills necessary to be successful in a variety of environments.
- a body in motion stays in motion. Movement is essential to a lifetime of health
- movement is performed in a variety of directions (ie. Zig zag, curve and straight) and on a variety of levels (ie. Low, medium, high) based on desired outcome

Students will use their knowledge of:

- Movement concepts
- Pathways
- Safety and the need to follow directions
- Personal and general space
- Weight transfer

## **Procedural Knowledge**

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Students will be able to:

- Use locomotor movements
- Use non-locomotor movements
- Perform static and dynamic balances
- Control their bodies in a dynamic environment

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Formative Assessments**

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- Movement featuring critical elements of movements : through a variety of age/skill appropriate activities, students will demonstrate critical elements of movement in a practice and game setting. Activities such as Builders and Bulldozer, Statues at the Museum, and Cars and Airplanes will be used.
- Traversing climbing wall : traversing the climbing wall to demonstrate upper body strength and proprioception.
- Balance beams : utilizing balance beams students will demonstrate control of their body as they maintain a pose. Students can also demonstrate control by transferring weight and changing poses on the balance beam. Students will create simple balance beam routines containing basic movements.

## **Summative Assessments**

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## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- [Vithread](#) Movement videos
- [PEcentral.com](#)
- Mr. Pasieka's body management videos
- Apps: Jump it, Balance it

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.