

02_Wellness Copied from: K-2, Copied on: 01/13/23

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

The K-2 physical education curriculum provides experiences for students to utilize and strengthen their bodies while participating in physical activities which benefit one's personal wellness. In this course, students will be exposed to various physical activities and provided with experiences to develop their movement skills, knowledge of wellness and enjoyment of sport, awareness of their body movements, and enhanced teamwork and cooperation. The success of body control and enjoyment of sport is determined by the student's ability to participate in various physical activities, and to identify ways in which physical movement brings joy and benefits to one's life.

Students will see the correlation between their choices/actions and their impact on one's health and wellness.

Kindergarten:

Students will be introduced to and grow towards meeting standard of basic skill concepts. The standard benchmark is "by the end of 2nd grade." Students will build and improve current level of skill, working towards meeting standard by the end of second grade. Variations in student ability and skill level may occur. Students will be given modifications to assist in refining skill in working towards standard. Students will grow personally based on their level on ability continuum.

First Grade

By the end of first grade students should have refined and moved closer towards meeting standard, building and improving skill from previous year. The standard benchmark is "by the end of 2nd grade" and students will work towards standard. Variations in student ability and skill level may occur. Students will be given modifications to assist in refining skill in working towards standard. Students will grow personally based on their level on ability continuum.

Second Grade

By the end of second grade students should have refined and moved closer towards meeting standard, building and improving skill from previous year. Students will refine current level, and work towards personally meeting standard by the end of 2nd grade. Students will build on knowledge and ability from previous year and will refined skill this year. Variations in student ability and skill level may occur. Students will grow personally based on their level on ability continuum.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Wellness/Lifetime Activities

Students will explore wellness components and activities which provide a foundational experience of physical movement activities. Students will learn various personal fitness and wellness activities, and then will have a choice of which activity brings the most joy, ranging from dance, jumping rope, personal game creation with given equipment. Students will observe how body feels before, during, and after activity. Students will use

evidence to determine HOW that activity impacts body positively.

Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy lifestyle.

What is physical movement? What is wellness?

Why do people use their bodies for improved wellness?

Where do we use our bodies in other places besides sports? (carrying backpack, going up stairs, daily living)

Wellness is not just limited to physical ability and strength, but involves our emotions and mental health.

What makes wellness important for our lives?

Why should we take care of our bodies?

How do humans care for their bodies through movement?

There is a correlation between mental and physical wellness.

How and why do people need to move their bodies safely?

Everyone has different preferences for which physical activity brings joy to their lives.

Physical fitness can be improved in non traditional activities, such as daily chores or activities.

Physical wellness is not just sport related.

There are similarities and differences between sports and ways we strengthening our bodies and muscles.

Personal preference can cause a person to enjoy certain physical activities.

Moving and caring for our bodies is a personal responsibility.

It is our responsibility to care for our bodies by the things we eat, put into our bodies, the habits we have, and the choices we make.

Stress management and regulating our emotions is a big piece of wellness.

CONTENT AREA STANDARDS

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| | increase positive behaviors. |
| HE.K-2.2.2.2.LF.2 | Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. |
| HE.K-2.2.2.2.LF.3 | Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). |
| HE.K-2.2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). |
| HE.K-2.2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| HE.K-2.2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). |
| HE.K-2.2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |

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

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| CS.K-2.8.1.2.AP.4 | Break down a task into a sequence of steps. |
| LA.SL.2.1.B | Build on others' talk in conversations by linking their explicit comments to the remarks of others. |
| LA.SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| LA.SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

STUDENT LEARNING TARGETS

Student will be able to perform, explain, and apply fitness components in gameplay/activity

Student will be able to personally understand mind and body benefits of physical activity/fitness.

Students will be able to define wellness and identifies ways to care for their bodies.

Students will be able to utilize various wellness exercises to better their personal health.

Declarative Knowledge

Students will understand that:

- Wellness involves our physical and mental health.

- Body responses to physical activity
- Early participation in physical activity has lasting effects
- Appropriate types of physical activity
- How physical activity impacts the body
- How to participate in basic fitness activities safely
- Physical activities can range from games, personal fitness, to even chores around the house like carrying groceries up the stairs
- That physical activities can strengthen one's heart, lungs, and muscles and mood
- Physical activity can help one to feel happy
- How participation in physical activity can improve the quality of your life

Procedural Knowledge

Students will be able to:

- perform activities at a moderate/vigorous intensity
- perform activities aimed at the 5 components of physical fitness
- Explain the benefits of regular physical activity
- Explore how to move different body parts in a controlled manner.
- Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- Identify ways that body feels after participating in physical activities
- Explain why certain physical activities bring joy to one's life
- Explain why participation in physical activities helps improve the quality of one's life

EVIDENCE OF LEARNING

Safely participating in various fitness/wellness activities

Drawing the connection between how fitness/wellness activities strengthen the heart, lungs, and muscles

Student can safely maneuver and control body in various settings (blacktop, gym, field, playground area, wet surface)

Student shows progress in respecting personal space and boundaries in PE and school setting

Student participates in PE activities safely and appropriately

Students will show evidence of learning by participating in the activities, sharing content and knowledge learned, application of both skill and content, and completion of summative and formative assessments.

Formative Assessments

- Questions & Answers
- Discussions
- Turn and Talk
- Observations
- Participation
- Exit Ticket
- What Stuck post-it
- Pair share for problem solving and skill feedback
- Demonstrating safety
- Chat and Stretch review of lesson and skill

Summative Assessments

For this unit, summative assessments can/will include:

- Participation in PE units and events
- Fitness Expert Journal Log
- Field Day
- Heart Week
- Fun Fitness Day

RESOURCES (Instructional, Supplemental, Intervention Materials)

Body Systems Resources:

https://www.youtube.com/c/CoachMegerFitnessGames/playlists?view=50&sort=dd&shelf_id=7

How to brush your teeth and Hygiene:

https://www.youtube.com/watch?v=aOebfGGcjVw&list=PLTsRXsTDMYqgijjKXHbBoNsXyan13_6nq

Sci-Kids <https://www.youtube.com/c/scishowkids/videos>

NJAHPHERD conferences, Lake Conference, PE Central, PE Universe, Standards-based Physical Education Curriculum Development,

student record worksheet

http://kidshealth.org/kid/htbw/htbw_main_page.html (How the Body Works: movies, quizzes, and info for kids)

INTERDISCIPLINARY CONNECTIONS

Science-

When we exercise and care for our bodies, we are strengthening our heart. Our heart helps pump blood through our bodies

Lungs- When we engage in moderate to vigorous physical activities, we use and strengthen our lungs. Our lungs help us breathe.

Muscle Strength- When we engage in muscular strengthening activities, we are making our muscles stronger, which can help us move and lift heavy items.

Cardiovascular endurance- When we engage in regular exercise, we are increasing our cardiovascular endurance. This helps us to do tasks longer, such as hiking.

Emotional health- There are intrinsic benefits to physical activity and wellness. We can feel joy and endorphins, which help us to experience quality in life. Supplemental wellness activities will be covered with school Guidance Counselor.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Modifications:

- Special Education Students

-Allow errors

-Rephrase questions, directions, and explanations

-Allow extended time to answer questions, and permit drawing, as an explanation

-Accept participation at any level, even one word

-Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners

-Assign a buddy, same language or English speaking

-Allow errors in speaking

- At-Risk Students

-Provide extended time to complete tasks

-Consult with Guidance Counselors and follow I&RS procedures/action plans

- Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary

- Gifted and Talented Students

-Provide extension activities

- Build on students' intrinsic motivations