

**Summit Public Schools  
Summit, NJ**

**Grades Pre-K through 5 Physical Education Curriculum**

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**Length of Course: Entire School Year**

**Course of Study**

**Course Description:** The Physical Education program at the elementary level is interrelated with the complete educational process and makes significant and specific contributions toward providing opportunities and stimulus for psychomotor, cognitive and affective growth, as well as preparing the students to participate in, and contribute positively to a changing society.

**Major Goals:** The Summit Physical Education program is designed to provide a variety of activities that will provide an overview of basic skill themes that will guide students to achieve success and live a healthy, active lifestyle. Our goal is to assist each student in the pursuit of his/her full potential. To this effort the Physical Education Department Goals and Objectives for each student are:

- To learn and apply movement concepts and skills that foster participation in physical activities throughout life.
- To combine movement skills in order to participate in physical activities.
- To be able to demonstrate the application of appropriate rules, regulation and strategies as a participant and observer of physical activities.
- To experience healthy spirited competition, and develop the ideals of fair play, teamwork and sportsmanship.
- To learn and apply health-related fitness using current technology of the time.
- To be able to demonstrate appropriate theories, principles, and techniques in fitness activities.
- To develop and attain personal fitness goals in order to obtain optimal wellness.
- To develop positive social behavior patterns and skills.
- To strive for the highest level of performance in all aspects of physical education.

<p><b>Standard 2.2 (Integrated Skills)</b> All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <b>Provide students with the opportunity</b></p> <ol style="list-style-type: none"> <li><b>To develop connections with their peers, regardless of race, gender, sexuality, disability.</b></li> <li><b>To help students strive towards short-term and long-term personal goals.</b></li> <li><b>To be a positive leader with an emphasis on acceptance of other students and their physical limitations and personal challenges.</b></li> </ol>	
<p><b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i></p>
<p>What qualities do I need to demonstrate good leadership skills?</p> <p>Why is it important to develop authentic connections with students of various backgrounds?</p> <p>How can I demonstrate sportsmanship during a competitive game with my own team and my opponent?</p> <p>What is the best way to achieve long-term goals?</p>	<p>Students will understand how making connections with their peers can help them grow as physical learners.</p> <p>Students will understand how applying leadership skills provides the foundation of many sports and activities for lifelong enjoyment.</p> <p>Students will understand how to create realistic goals that are attainable, using self assessment in order to reach his/her full potential during physical activity.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p><b>2.2. A. Interpersonal Communication</b></p> <p><i>2.2.2 Effective communication may be a determining factor in the outcome of health- and safety-related situations</i></p> <ol style="list-style-type: none"> <li>Express needs, wants, and feelings in health- and safety-related situations.</li> </ol> <p><i>2.2.4 Effective communication may be a determining factor in the outcome of health- and safety-related situations.</i></p> <ol style="list-style-type: none"> <li>Demonstrate effective interpersonal communication in health- and safety-related situations.</li> </ol>	<p><b>Instructional Focus:</b> Fair Play, Sportsmanship during Competitive Play, Turn Taking, Problem Solving, Conflict Resolution, Leadership in the Community, Respect the rights and feelings of others, Effort and Cooperation with Peers.</p> <p><b>Sample Assessments:</b> Teacher observations – observe and assess class objectives for students using the following rubric: above standard, meets standard, partially meets standard, below standard.</p> <p>Student observations – After activity time students will pair share. How were you able</p>

2. Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

## **2.2 (B). Decision-Making and Goal Setting**

*2.2.2 Effective decision-making skills foster healthier lifestyle choices.*

1. Explain what a decision is and why it is advantageous to think before acting.
2. Relate decision-making by self and others to one's health.
3. Determine ways parents, peers, technology, culture, and the media influence health decisions.
4. Select a personal health goal and explain why setting a goal is important.

*2.2.4 Many health-related situations require the application of a thoughtful decision-making process.*

1. Use the decision-making process when addressing health-related issues.
2. Differentiate between situations when a health-related decision should be made independently or with the help of others.
3. Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
4. Develop a personal health goal and track progress.

## **2.2 (C) Character Development**

*2.2.2 Character traits are often evident in behaviors exhibited by individuals when interacting with others*

1. Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
2. Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

*2.2.4 Personal core ethical values impact the health of oneself and others.*

*2.2.4 Character building is influenced by many factors both positive and negative, such as acceptance,*

to actively participate while demonstrating leadership, respect and sportsmanship?

Self-assessments by students can be made for levels of participation through Hellison's model.

### **Instructional Strategies:**

Teachers will create small groups to allow students to discuss a variety of communication techniques.

Teachers will use different types of class management skills in order to meet the needs of all students. (Example: PE student of the Month, Golden Sneaker Award, voice control and proximity)

Teachers will use technology to showcase positive leadership outcomes and how to communicate with peers.

### **Interdisciplinary Connections:**

Meditation and mindfulness in physical education can help students focus during a traditional test in a classroom setting and it can also help focus a student athlete during a competitive game situation.

During anticipatory sets, teachers can connect different sports and their origin cultures to the physical education lesson.

Students can relate positive leadership on a team to positive leadership in a business or political setting.

### **Technology Integration:**

Video clips of athletes during activities can show positive and negative examples of leadership and how positive leadership and communication can resolve issues.

Integrate Google Applications such as docs and sheets into teaching to allow students to

*discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.*

1. Determine how an individual's character develops over time and impacts personal health.
2. Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community
3. Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

## **2.2 (D) Advocacy and Service**

*2.2.2 Service projects provide an opportunity to have a positive impact on the lives of self and others*

1. Determine the benefits for oneself and others of participating in a class or school service activity.

*2.2.4 Service projects provide an opportunity to have a positive impact on the lives of self and others.*

1. Explain the impact of participation in different kinds of service projects on community wellness.

## **2.2 (E) Health Services and Information**

*2.2.P Developing an awareness of potential hazards in the environment impacts personal health and safety*

1. Identify community helpers who assist in maintaining a safe environment.

*2.2.2 Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information*

1. Determine where to access home, school, and community health professionals.

*2.2.4 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.*

1. Identify health services and resources provided in the school and community and

share data with teachers and parents while also collaborating with each other.

Utilize music to set the tone in a classroom and energize the students to perform a task to the best of their ability.

### **Global Perspectives:**

Students will understand how their ability to connect with others, regardless of differences will impact their success in all aspects of life.

Students will understand how various countries and cultures have impacted modern sports.

Students will master meditation and mindfulness; they will learn how to disconnect and breathe when social media and other forms of technology become overwhelming.

<p>determine how each assists in addressing health needs and emergencies.</p> <p>2. Explain when and how to seek help when experiencing a health problem.</p>	
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<p><b>Standard 2.5 (Motor Skill Development)</b></p> <p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle</p>
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<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <b>To provide a wide range of activities that will promote:</b></p> <ol style="list-style-type: none"> <li><b>1. The development of gross and fine motor skills, which are the foundation for participation in physical activities.</b></li> <li><b>2. The understanding of how proper cues and repetition relate to muscle memory and effective execution of gross and fine motor skills.</b></li> <li><b>3. Teach students the history, rules and strategy of team and individual sports, dance, and recreational activities.</b></li> </ol>
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<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<p>What specific movements are used during each specific game?</p> <p>How are movements important to the success of different games, sports or dance?</p> <p>Why is it important to warm up our bodies and stretch before and after physical activities?</p> <p>How does the application of rules and strategies impact the outcome of a game?</p>	<p>Students will understand the importance of both fine and gross motor skills and how the transfer to everyday physical activities.</p> <p>Students will understand how the use of motor skills and concepts in physical education will provide the foundation in many sports, dance and recreational games and activities for lifelong enjoyment.</p> <p>Students will understand the importance of following rules and implementing strategy to be successful at a sport or activity.</p>

<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p><b>2.5.P (A) Movement Skills and Concepts:</b> <i>Developing competence and confidence in gross and</i></p>	<p><b>Instructional Focus:</b> Movement Experiences during Recess and Large Group Play, Large Motor Skill</p>

*fine motor skills provides a foundation for participation in physical activities.*

1. Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2. Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
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) Movement Skills and Concepts:**

*Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.*

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. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
3. Respond in movement to changes in tempo, beat, rhythm, or musical style.
4. Correct movement errors in response to feedback.

#### **2.5.4 (A) Movement Skills and Concepts:**

*Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.*

1. Explain and perform [essential elements of movement skills](#) in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Development, Project

Adventure/Cooperative Games, Dance, Soccer, Football, Frisbee, Volleyball, Racket Sports, Team Field Sports, Basketball, Scooters, Parachute, Gymnastics, Yard Games, Floor Hockey, Fitness Assessments

#### **Sample Assessments:**

Teacher observations – observe and assess class objectives for students using the following rubric: above standard, meets standard, partially meets standard, below standard.

Student observations – observe and assess one another during physical education activities. Students can share observations using an activity called ESP.

Levels of participation can be assessed using pedometers that record both steps and time active.

Self-assessments by students can be made for levels of participation through Hellison's model.

Exit slips to show student understanding of a lesson objectives.

#### **Instructional Strategies:**

Teachers will use different methods of teaching in order to reach the different types of learners. (Example: visual; auditory)

Teachers will use different types of class management skills in order to meet the needs of all the students. (Example: voice control; proximity)

Teachers will use different methods of motivation and rewards. (Example: music, stickers, stamps)

#### **Interdisciplinary Connections:**

<p>2. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>3. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>4. Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Great deals of activities in physical education require the students to use reading, reading comprehension, and math skills.</p> <p>During anticipatory sets, teachers can connect different curriculums to the physical education activities.</p> <p>Students can relate different laws of science to different physical education activities.</p>
<p><b>2.5.2 (B) Strategy:</b> <i>Teamwork consists of effective communication and other interactions between team members.</i></p> <p>1. Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2. Explain the difference between offense and defense.</p> <p>3. Determine how attitude impacts physical performance.</p> <p>4. Demonstrate strategies that enable team members to achieve goals.</p> <p><b>2.5.4 (B) Strategy:</b> <i>Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</i></p> <p>1. Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2. Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p>	<p><b>Technology Integration:</b> Pedometers</p> <p><b>Global Perspectives:</b> Students will gain a better understanding of the benefits of participating in sports, staying active and living a healthy lifestyle... to improve their quality of life.</p> <p>Students will understand the origin and development through time of different sports and recreational activities. (Ex: Bocce Ball was first played by over 600 years ago by ancient Romans with coconuts brought back from South Africa.)</p> <p>Students will be introduced to different sports and recreational activities that relate to current sporting events that occur around the world (ex. the World Cup, Olympics, Tour de France). Students will gain a greater understanding and appreciation for activities that athletes participate in on a world-class level.</p>
<p><b>2.5.2 (C) Sportsmanship, Rules, &amp; Safety:</b> <i>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</i></p> <p>1. Explain what it means to demonstrate good sportsmanship.</p> <p>2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p> <p><b>2.5.4 (C) Sportsmanship, Rules &amp; Safety</b></p>	

<p><i>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</i></p> <ol style="list-style-type: none"> <li>1. Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>2. Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ol>	
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<p style="text-align: center;"><b>Standard 2.6 (Fitness)</b></p> <p>All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <b>To provide a wide range of activities that will promote:</b></p> <ol style="list-style-type: none"> <li>1. <b>The importance and encouragement of a healthy and active lifestyle.</b></li> <li>2. <b>Physical activity through all five components of fitness.</b></li> <li>3. <b>Ways to maintain a physically fit and healthy body for lifelong fulfillment and enjoyment.</b></li> </ol>	
<p style="text-align: center;"><b>Essential Questions</b></p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<p>Why is it important for our bodies to be physically fit?</p>	<p>Students will understand the importance of a healthy and active lifestyle</p>
<p>What are the components of physical fitness?</p>	<p>Students will understand the role that physical fitness plays in living a healthy lifestyle.</p>
<p>What are some simple exercise methods to increase your aerobic capacity?</p>	<p>Students will understand the effects of good muscular strength, muscular endurance, cardiovascular endurance and flexibility.</p>
<p>Why is flexibility so important for our muscles?</p>	<p>Students will understand the effects that physical fitness can have on us emotionally, physically, and mentally.</p>
<p>How can physical fitness benefit your physical and mental health?</p>	<p>Students will understand the effects that physical fitness can have on us emotionally, physically, and mentally.</p>

Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p>Students will:</p>	<p><b>Instructional Focus:</b>  Pacer Test, Distance Run Test, Sit and Reach, Pull Up Test, Push Up and Curl Up Test, Agility Balls, DynaBands, Calisthenics, Fitness Assessments</p> <p><b>Sample Assessments:</b>  Fitness assessments: Aerobic Capacity can be measured through a one-mile walk/jog/run or through the pacer test. Muscular strength and endurance can be measured through curls-ups and push-ups.</p> <p>Teacher observations – observe and assess class objectives for students using the following rubric: above standard, meets standard, partially meets standard, below standard</p> <p>Student observations – observe and assess one another during physical education activities. Students can share observations using an activity called ESP.</p> <p>Levels of participation can be assessed using pedometers that record both steps and time active.</p> <p>Self-assessments by students can be made for levels of participation through Hellison’s model.</p> <p><b>Instructional Strategies:</b>  Students will maintain a journal during the school year to record their fitness data and to track personal goals.</p>

**2.6.P (A) Fitness and Physical Activity**

*Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.*

1. Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2. Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

**2.6.2 (A) Fitness and Physical Activity**

*Appropriate types and amounts of physical activity enhance personal health.*

1. Explain the role of regular physical activity in relation to personal health.
2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
3. Develop a fitness goal and monitor progress towards achievement of the goal.

**2.6.4 (A) Fitness and Physical Activity**

*Each component of fitness contributes to personal health as well as motor skill performance.*

1. Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
2. Participate in moderate to vigorous age-appropriate activities that address each component of health-related and [skill-related fitness](#).
3. Develop a [health-related fitness](#) goal and track progress using health/fitness indicators.
4. Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Teachers will use video recording to help students improve their body awareness when performing various fitness exercises such as form and technique

Teachers will use different methods of motivation and rewards. (Example: bulletin board, toe tokens and certificates.)

**Interdisciplinary Connections:**

Great deals of activities in physical education require the students to use reading and reading comprehension.

Students can integrate Math into the fitness curriculum by solving for averages, mode and median of distance run times, to show personal growth.

Students can relate different laws of science during fitness, the body systems and their functions will help students better understand how their body uses oxygen and nutrients to perform their best.

**Technology Integration:**

Students will use technology (apps) and pedometers to monitor fitness levels.

**Global Perspectives:**

Students will improve their quality of life through fitness, therefore improving their appreciation for overall health and wellness.

Students gain confidence by playing sports and use physical activities to socialize and form deeper more meaningful relationships with family, friends and colleagues.

Texts and Resources:

[www.nj.gov/njded/aps/cccs/chpe](http://www.nj.gov/njded/aps/cccs/chpe)

New Jersey Department of Education/Core Curriculum Content Standards