

# Bay Head School

**Content Area: Physical Education**  
**Course Title: Physical Education**

**Grade Level: First Grade**

**Unit Plan 1**  
Movement Education/Motor Development

60 days  
ongoing

**Unit Plan 2**  
Manipulative Skills

15 days

**Unit Plan 3**  
Cooperative Games

15 days

**Unit Plan 4**  
Fitness/Wellness

60 days  
ongoing

Updated: August 2018 by Sharon Carroll  
Aligned to New Jersey Student Learning  
Standards

Board Approved:

**Bay Head School  
PHYSICAL EDUCATION CURRICULUM  
Unit Overview**

**Content Area:** Physical Education

**Unit Title:** Motor Education/Motor Development

**Summary:** All students will acquire developmentally appropriate gross and fine motor skills.

**Primary Interdisciplinary Connections:** Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

**21st Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**21st Century Life and Career Skills:** enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

**Learning Targets**

**Content Standards**

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Produce complete sentences when appropriate to task and situation.
- Use digital tools and online resources to explore a problem or issue.
- Identify how technology impacts or improves life.
- Demonstrating appropriate and safe behaviors contribute to success while playing games.

**Number      Standard for Mastery**

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).
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.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors response to feedback.
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the differences between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship
2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and how they contribute to moving safely during basic activities.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Can you explain and demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?</li> <li>• Can you 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)?</li> </ul>	<p><b>Unit Enduring Understandings</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> </ul>
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**Unit Learning Objectives**

*Students will know...*

- Develop competence and confidence in gross and fine motor skills to participation in physical activities.
- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 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).

**Bay Head School  
PHYSICAL EDUCATION CURRICULUM  
Unit Overview**

**Content Area:** Physical Education

**Unit Title:** Integrated Skills

**Summary:** All students will develop and use manipulative skills through use of various developmentally appropriate activities.

**Primary Interdisciplinary Connections:** Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

**21st Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**21st Century Life and Career Skills:** enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

## Learning Targets

### Content Standards

Students will:

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Produce complete sentences when appropriate to task and situation.
- Use digital tools and online resources to explore a problem or issue.
- Identify how technology impacts or improves life.
- Developing and enhancing manipulative skills will allow for students to perform various skills.

Number	Standard for Mastery
2.5.2.A.1	<p>Perform various movement and manipulative skills (kicking, striking) with developmentally appropriate control during skill practice. K</p> <p>Demonstrate various movement and manipulative skills (throw, catch) with developmentally appropriate control during games, dance, and physical activity. 1</p> <p>Demonstrate manipulative skills (kicking, striking, and bouncing) with increased mastery during skill practice, games, and other physical activities. 2</p> <p>Manipulate objects (ball, bean bags, hula hoops) with different parts of the body during skill practice. 1</p>
2.5.2.A.2	<p>Explain and demonstrate how objects (ball, bean bags, hula hoops) should be used in practice, games, and other physical activity in a safe manner. 2</p> <p>Demonstrate changes in movement (time, force flow) while manipulating objects (bouncing, dribbling, catching) in personal and general space. 1</p> <p>Demonstrates the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, striking. 2</p>

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Can you explain and demonstrate manipulative skills and appropriate control during skill practice?</li> <li>• Can you use objects and props , such as ball, bean bags and hoops, to practice an activity in a safe manner?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Developing confidence in manipulative skills provides a foundation in physical activities using appropriate modifications.</li> </ul>
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<p><b>Unit Learning Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Develop competence and confidence in manipulative skills to participate in physical activities.</li> <li>• Develop and refine manipulative skills using various objects (bean bags, hula hoops, balls)</li> <li>• Develop and refine appropriate movements during throwing, catching bouncing and striking.</li> </ul>
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<p><b>Bay Head School</b> <b>PHYSICAL EDUCATION CURRICULUM</b> <b>Unit Overview</b></p>
<p><b>Content Area:</b> Physical Education</p>
<p><b>Unit Title:</b> Cooperative Games</p>
<p><b>Summary:</b> All students will acquire the ability to use skills learned through cooperative play in order to achieve success.</p>
<p><b>Primary Interdisciplinary Connections:</b> Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.</p>
<p><b>21st Century Themes:</b> All students will develop an understanding of the nature and impact</p>

of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**21st Century Life and Career Skills:** enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

## Learning Targets

### Content Standards

Students will:

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Produce complete sentences when appropriate to task and situation.
- Use digital tools and online resources to explore a problem or issue.
- Identify how technology impacts or improves life.
- Good sportsmanship, attitude and behavior impacts performance in games and activities.

### Number Standard for Mastery

2.5.2.B.2	Distinguish between an offense of player and defense of player during game play.
2.5.2.B.2 2.5.2.B.4	Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play. Independently transition from offensive to defensive effectively during games or recreational activities.
2.5.2.C.1 2.5.2.B.3	Explain what it means to display good sportsmanship. Demonstrate good sportsmanship in games or other activities.

2.5.2.B.3 2.5.2.C.1 2.5.2.C.2	Determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities.
2.5.2.A.1 2.5.2.B.1 2.5.5.B.4	Demonstrate cooperative and competitive strategies in movement activities and modified games. Compare and contrast cooperative versus competitive strategies in games, sports, and movement activities.
2.5.2.B.1 2.5.2.B.3 2.5.2.B.4	Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Can students work cooperatively to accomplish various tasks?</li> <li>• Can students demonstrate teamwork throughout the unit?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Cooperation and teamwork leads to success.</li> </ul>
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<p><b>Unit Learning Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Develop good sportsmanship during game play.</li> <li>• Demonstrate cooperative strategies when trying to obtain a common goal.</li> <li>• Distinguish between offense and defense of players during play.</li> </ul>
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**Bay Head School**  
**PHYSICAL EDUCATION CURRICULUM**  
**Unit Overview**

**Content Area:** Physical Education

**Unit Title:** Fitness

**Summary:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Primary Interdisciplinary Connections:** Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

**21st Century Themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

**21st Century Life and Career Skills:** enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

**Learning Targets**

**Content Standards**

Students will:

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Produce complete sentences when appropriate to task and situation.
- Use digital tools and online resources to explore a problem or issue.
- Identify how technology impacts or improves life.
- Identify how using a tool (such as a bucket or wagon) aids in reducing work.

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

Number      Standard for Mastery	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
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.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?</li> <li>• Can you 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)?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> </ul>
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<p><b>Unit Learning Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Develop competence and confidence in gross and fine motor skills to participation in physical activities.</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• 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).</li> </ul>
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## Evidence of Learning

### **Formative Assessments**

- Teacher observation
- Rubric
- Student participation
- Verbal question and answer
- Checklist

### **Summative/Benchmarks Assessments**

- Teacher observation
- Student participation
- Rubric score
- Verbal question and answer

### **Modifications (ELLs, Special Education, Students at Risk for Failure, Gifted and Talented)**

#### **ELL**

- Use visuals
- Provide peer assistant or “buddy (does not necessarily have to speak the primary language)

#### **Special Ed, Students at Risk for Failure:**

- Follow all IEP modifications/504 plan
- Allow extra time
- Work in small groups
- Provide visual clues or diagrams
- Use VCR
- Give verbal or written directions
- FM System
- Task cards
- Modifying levels of difficulty
- Using demonstrations when possible
- See ELL modifications

#### **Gifted and Talented**

- Create an enhanced set of introductory activities
- Peer Teaching
- Tiered Assignments
- Organize or offer flexible small group activities

### **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

Ready-to-Use PE Activities K-6 Landy & Landy  
Physical Education Curriculum Activities Kit K-6 Wheeler & Spilker  
Elementary Teacher’s Handbook of Indoor and Outdoor Games Kamiya