

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown K-3 Elementary Schools
Health and Physical Education**

**Physical Education
*1st Grade***

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Course Description and Fundamental Concepts

Moorestown elementary physical education curriculum is designed to develop the cognitive, affective, and psychomotor domains of students by providing a developmentally appropriate and sequentially progressive program. This will enable the students to acquire the basic foundations of movement skills and strategies needed to participate in a variety of games and sports. Specific aspects of the program will aid in the development fitness levels, thinking and problem solving, cooperation, sportsmanship, and decision making skills. During first grade there will be a focus on gross motor skills and locomotor movements. In order to maintain a safe environment, as well as to hold productive classes, there is an increased emphasis on safety, spatial awareness following directions and showing cooperation to all.

The main components of the elementary physical education program are:

- Body Awareness
- Manipulative skills
- Health related physical fitness
- Skills related to games and sports
- Rhythms and dance

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

2020 Comprehensive Health and PE Standards

Include grade appropriate subject/content standards that will be addressed

Unit Addressed	Standard #	Standard Description
All	2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
All	2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
All	2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
All	2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
All	2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
1,2,5,10	2.2.2.MSC.2.	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
All	2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges
3,4,6,7,8,9,10	2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling)
All	2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.

All	2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
All	2.2.2.MSC.7:	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
6,7,8,9	2.2.2.MSC.8	Explain the difference between offense and defense

All	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).
All	2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
All	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).
5,6,7,8,9,10	2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals

All	2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
All	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.
1,2,5,10	2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

5, 8,9,	2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
1,2,8,9,10	2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
1,2	2.3.2. PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
1,2	2.3.2. PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

21st-Century Skills and Technology Integration (Standard 8)
List appropriate units below for which strands (A through F) will be addressed

Standard 8.1 (K-12)		Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>
Unit Addressed	Strand Letter	Standard Description
5	Strand A	Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>

Career Ready Practices (Standard 9)
List appropriate units below for which CRPs will be addressed

Unit Addressed	Standard #	Standard Description
All	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
All	CRP2	<i>Apply appropriate academic and technical skills.</i>
All	CRP3	<i>Attend to personal health and financial well-being.</i>
All	CRP4	<i>Communicate clearly and effectively and with reason.</i>

All	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
1,2,5,10	CRP6	<i>Demonstrate creativity and innovation.</i>
10	CRP7	<i>Employ valid and reliable research strategies.</i>
10	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
All	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
All	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
All	CRP11	<i>Use technology to enhance productivity.</i>
5,6,7,8,9,10	CRP12	<i>Work productively in teams while using cultural global competence</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Dance Standards Integration

List appropriate units below for which the following Dance standards may be addressed

NOTE: By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.

5	1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
5	1.1.2.A.2	Use improvisation to discover new movements to fulfill the intent of the choreography.
5	1.1.2.A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
5	1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #
6,7,8,9	Operations and Algebraic Thinking 1.OA Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.2

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Locomotor Movements/Spatial Awareness	September (~19 days)
Locomotor Movements/Spatial Awareness	October (~19 days)
Throwing /Target Sports	November (~16 days)
Throwing /Target Sports	December (~15 days)
Dance and Rhythmic Movements	January (~18 days)
Net and Wall Games	February (~18 days)
Net and Wall Games	March (~15-20 days)
Invasion Games (hockey)	April (~15-20 days)
Relay Challenge and Teamwork activities	May (~18 days)
Invasion Game (soccer)	June (~15 days)

Units Scope and Sequence

Unit Name: Movement Concepts and Spatial Awareness

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS -2.1.2.PGD.1 2.1.2.EH.3 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 • 2.2.2.LF.22.3.2.PS.2 2.3.2. PS.3 2.3.2. PS.4 2.3.2.PS.5 2.3.2.PS.6

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices CRP1, CRP2, CRP3, CRP4, CRP9

NJSLS - Interdisciplinary Standards 4-PS3-1.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Students will learn how to move safely around the playing area while attempting to execute the 7 different locomotor movements. They will be able to differentiate and recognize the 7 locomotor movements. They will know what it means to be in their own self space as well as how to move around in their own self space while maintaining a safe distance from their peers. Students will learn what the boundaries of the gym are and where they will be expected to while playing games throughout the school year.

Objectives

Students will be able to...

- Students will be able to demonstrate proper skills such as cooperation and communication in order to participate and move safely in general and own space.
- Students will learn the names of and how to properly perform the 7 locomotor movements.(walk, run, hop, skip, gallop, leap, and jump).
- Hops, gallops, jogs and slides using a mature pattern.
- Moves in self space and general space in response to designated beats or rhythms.
- Differentiates between fast and slow speeds.
- Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings.
- Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.
- Dribble continuously in self-space using the preferred hand
- Volley an object with an open palm, sending it upward.
- Jump forward or backward consecutively using a self-turned rope
- Jumps a long rope up to 5 times consecutively with teacher assisted turning.
- Respond correctly with self-space and general space movements.
- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.

Unit: Throwing & Catching /Target Sports

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.2.2.MSC.3: • 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6: 2.2.2.MSC.7 2.2.2.MSC.8 •
2.2.2.PF.2: 2.2.2.PF.3 2.2.2.PF.4

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices CRP1, CRP2,CRP3, CRP4, CRP9

NJSLS - Interdisciplinary Standards

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

In this unit the goal is to identify which is the students throwing hand. Students should be able to identify a throwing hand that they are comfortable with and this does not have to be the hand that they write or color with. Students must then be able to recognize which is their opposite foot in order to start throwing properly and progress into throwing games.

Objectives

Students will be able to...

- Identify a throwing hand.
- Identify which foot is opposite of their throwing hand.
- Understand what it means to step and throw.
- Follow through to their targets.
- Throw balls at stationary and moving targets.
- Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.
- Catches a soft object from a self toss before it bounces.
- Catches various sizes of balls self-tossed or tossed by a skilled thrower.

Unit Name: Dance

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.1.2.PGD.1 2.1.2.EH.3• 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.5• 2.2.2.MSC.6
2.2.2.MSC.7 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.2 2.2.2.LF.4

NJSLS - Technology Integration Standards 8.1A

NJSLS - College and Career Ready Practices CRP2 CRP4 CRP6 CRP11 CRP12

NJSLS - Interdisciplinary Standards Dance - 1.1.5.A

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are beats and counts?
- What are the techniques of different dances?
- What is spatial awareness?
- When would you do these types of dances?

Objectives

Students will be able to...

- Combines locomotor and nonlocomotor skills in a teacher-designed dance.
- Identify beats and counts
- Recognize the techniques of different dances.
- Maintain spatial awareness while learning different dances.
- Move in selfspace and general space in response to designated beats or rhythms

Unit Name: Invasion Game - Soccer

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.1.2.PGD.1 :2.1.2.EH.3 • 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5
2.2.2.MSC.6 :2.2.2.MSC.7 2.2.2.MSC.8 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1 2.2.2.LF.2
2.2.2.LF.4

NJSLS - Technology Integration Standards8.1B 8.2C 8.2E

NJSLS - College and Career Ready Practices CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9

NJSLS - Interdisciplinary Standards 4-PS3-1

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Invasion games are team games in which the purpose is to invade the opponent’s territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

Objectives

Students will be able to...

- Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of mature pattern.
- Taps or dribbles a ball using the inside of the foot while walking in general space.
- Begin to understand how to dribble around the gym safely.
- Tap a ball forward while attempting to knock down bowling pins.

Unit Name: Net Games - Newcomb

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.1.2.PGD.1 2.1.2.EH.3 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5
2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.PF.1 • 2.2.2.PF.2• 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1 2.2.2.LF.2
NJSLS - Technology Integration Standards 8.1B 8.2C 8.2E

NJSLS - College and Career Ready Practices CRP1. CRP9
NJSLS - Interdisciplinary Standards CRP12.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Net and Wall games are games in which teams or individuals hit a ball into an opponent's court generally separated by a net. Net and wall games include setting up an attack, creating space on offence, reducing space on defence.

Objectives

Students will be able to...

- Catch various sizes of balls self-tossed or tossed over a net by a skilled thrower.
- Throw a ball over a net demonstrating 2 of the 5 critical elements of a mature pattern.
- Follow the rules of the game.

Unit Name: Invasion Games- Hockey

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.1.2.PGD.1 2.1.2.EH.3 • 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5
2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.MSC.8 2.2.2.PF.12 2.2.2.PF.22 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1 2.2.2.LF.2
2.2.2.LF.4 • 2.3.2.PS.2

NJSLS - Technology Integration Standards 8.1B 8.2C 8.2E

NJSLS - College and Career Ready Practices CPR1 CPR2 CPR4 CPR5 CPR9 CPR12

NJSLS - Interdisciplinary Standards

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- Invasion games are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

Objectives

Students will be able to...

- Hold a hockey stick properly.
- Strike a ball with the hockey stick sending it forward with proper grip.
- Identify which goal they are defending.
- Identify which goal they will be scoring on.

Unit Name: Relays and Cooperation Games

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.2.PGD.1 2.1.2.EH.3 2.2.2.MSC.1 2.2.2.MSC.2: 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.MSC.7: 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1 • 2.2.2.LF.2

[NJSLs - Technology Integration Standards](#) 8.1B 8.2C 8.2E

[NJSLs - College and Career Ready Practices](#) CRP1 CRP3 CRP4 CRP5 CRP6 CRP8 CRP9

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Students will need to work together to find solutions to group/individual challenges. Cooperation games put an emphasis on team building, communication and trust. Tactical problems relating to cooperation games include communication, cooperation, teamwork, trust, and problem solving.

Objectives

Students will be able to...

- Understand how to participate in a relay race.
- Work together with their classmates/teammates to accomplish a common goal.
- Will be able to communicate with their peers in a positive and productive manner.
- Demonstrate sportsmanship skills.

Please contact content supervisor for any questions.