PHYSICAL EDUCATION
GRADES K-5

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

BOE Approval Date: August 29, 2016
Revised by: Elementary H&PE Staff
Michael Nitti
Superintendent

In accordance with The Ewing Public Schools’ Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope and Sequence Chart</td>
<td>1</td>
</tr>
<tr>
<td>Course Description</td>
<td>2</td>
</tr>
<tr>
<td><strong>Scope of Essential Learning:</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1: Flexibility and Stretching</td>
<td>5</td>
</tr>
<tr>
<td>Unit 2: Cardiovascular Activities</td>
<td>7</td>
</tr>
<tr>
<td>Unit 3: Cooperative Games and Team Building Activities</td>
<td>9</td>
</tr>
<tr>
<td>Unit 4: Lead-up Games and Team Sports</td>
<td>11</td>
</tr>
<tr>
<td>Unit 5: Rhythm and Dance</td>
<td>13</td>
</tr>
<tr>
<td>Unit 6: Parachute Games</td>
<td>15</td>
</tr>
<tr>
<td>Unit 7: Balance and Coordination</td>
<td>17</td>
</tr>
<tr>
<td>Unit 8: Throwing and Catching</td>
<td>19</td>
</tr>
<tr>
<td>Unit 9: Loco-Motor Activities</td>
<td>21</td>
</tr>
<tr>
<td>Unit 10: Spatial Awareness Activities</td>
<td>23</td>
</tr>
<tr>
<td>Unit 11: Cross Curriculum Games</td>
<td>25</td>
</tr>
<tr>
<td>Descriptions of Applicable NJCCS Standards/CPIs</td>
<td>27</td>
</tr>
</tbody>
</table>
## Scope and Sequence Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Pre-K</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility &amp; Stretching</td>
<td>I</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Cardiovascular Activities</td>
<td>I</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Cooperative Games &amp; Team Building</td>
<td>-</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Lead-Up Games</td>
<td>-</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Rhythm &amp; Dance</td>
<td>I</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Parachute Games</td>
<td>I</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Balance &amp; Coordination</td>
<td>I</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Throwing and Catching</td>
<td>I</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Loco-Motor Activities</td>
<td>I</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Spatial Awareness Activities</td>
<td>I</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Cross Curriculum Games</td>
<td>-</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>R/S</td>
<td>S</td>
<td>S</td>
</tr>
</tbody>
</table>

I - Introduced  
R - Reinforced  
S - Stressed
Course Description

Students should complete six years of physical education, acquiring knowledge and appreciation of a healthy lifestyle and physical fitness. Students will gain awareness of their own personal fitness levels and learn how to meet their own goals. Students will learn how to implement healthy decisions dealing with nutrition, exercise and safety. Students will also gain appreciation and learn how to demonstrate character, good citizenship, and good sportsmanship while engaging in activities.

Why Are These Units Important?

Decisions/choices have an impact or direct relationship to quality of life, longevity and overall health/wellness/fitness.

Enduring Understandings:

1. Students will understand that improving the heart rate improves total overall fitness level.
2. Students will understand that staying physically active throughout one’s life can promote physical, emotional and mental well being.
3. Students will understand the FITT (frequency, intensity, type, time) principal of exercise and how it applies to a personal fitness plan.
4. Students will understand that cooperating with others has a positive impact on the success of a group or team.

Essential Questions:

1. How does the choice of exercise and nutrition impact a person’s overall health?
2. How does being physically active impact one’s life?
3. How does working cooperatively impact daily life?
4. How does being physically fit impact the other components of wellness?

Learning Experiences and Instructional Activities:

Anticipatory Sets (Do Nows):

1. Instant activities
2. Ice breakers
3. Mirroring activities

In Class Activities:

1. Cardiovascular warm-ups
2. Stretching and flexibility exercises
3. Rule discussion/demonstration
4. Skill work
5. Activities
6. Cool down

**Home-Link Activities:**
1. Carry over practice skills; i.e., push-ups, sit-ups, running
2. Physical Fitness Homework

**Moral/Spiritual/Ethical Challenges:**
1. What do you do when you see a student being bullied?
2. What do you do when you see a student stealing?
3. What do you do when you see a student defacing school property?
4. How could you help a friend who has poor fitness habits?
5. Does the behavior of celebrities impact your thoughts on health, fitness and how you treat others?

**Physical Education and Health Literacy Components:**

| FITT (Frequency, Intensity, Type, Time) | Team building |
| Healthy diet | Character education |
| Exercise | Reps |
| Caloric expenditure | Principal of reversibility |
| Muscular strength | Healthy attitude |
| Muscular endurance | Being prepared |
| Muscles | Safety components |
| Body systems | Pulse rate |
| Sportsmanship |

**Acquired Knowledge:**

1. Develop competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
2. Understand the fundamental concepts related to effective execution of actions for participation in games, sports, dance, and recreational activities.
3. Respond to ongoing feedback for improvement and effectiveness of movement actions.
4. Offensive, defensive, and cooperative strategies will be understood and applied in most games, sports, and other activity situations, as well as effective communication and other interactions between team members.
5. Grasp the importance of practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events.
6. Develop a fitness goal and monitor progress towards achievement of the goal.

**Acquired Skills:**

1. Apply decision making skills in physical education class, school, and outside of school.
2. Understanding of the importance of good sportsmanship and personal character.
3. Loco-motor skills, components of fitness (health and skill related), teamwork and cooperation, throwing/striking/kicking.

**Benchmark or Major Assessments**

1. Fitness Testing
2. Daily observance of students during the activity
3. Rubric(s)
4. Student Feedback
5. Questioning
6. Choral Response
7. Visual Cues

**Interdisciplinary Connections**

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
<th>Music</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Geography</td>
<td>History</td>
<td></td>
</tr>
</tbody>
</table>

**Accommodations and Extensions (Special Education, ELL, Gifted Learners)**

1. Special accommodations will be made as specified in individual 504 and IEP plans.
2. Challenge by choice.

**List of Applicable NJCCS:**

See attached list under each individual unit.

**Teacher Resources:**

- Peer Sharing
- In-services and workshops
- NJAPHERD

**Websites:**

- [www.pecentral.org](http://www.pecentral.org)
- [www.lessonplans.com](http://www.lessonplans.com)
- [www.mrgym.com](http://www.mrgym.com)

**Technology Integration:**

Websites to look up information
iPod, boom box
Unit 1: Flexibility and Stretching

Why Is This Unit Important?

Proper stretching exercises, improve flexibility which in turn enhances body movement and physical fitness.

Enduring Understandings:

1. Students will understand that proper stretching will improve body flexibility.
2. Students will understand that greater flexibility equals greater body movement and physical fitness.
3. Students will understand that proper warm-up exercises are necessary to prepare the muscles for physical activity.
4. Students will understand that the more consistent their stretching exercises are the more flexible they will be and the easier the workout will become.

Essential Questions:

1. How will stretching help prepare you for a game or physical activity?
2. How do you do a proper, safe stretching exercise for greatest body benefit?
3. How will stretching exercise become easier to do and muscle soreness is minimal or not even felt the next day?
4. How does greater flexibility improve physical fitness?

Acquired Knowledge:

1. Stretch should be done slowly and held as opposed to a balancing action.
2. Important to stretch all areas of the body during warm-up exercises but definitely the muscles used in the activity.
3. Students should learn some general stretches to warm-up the major parts of their body.

Acquired Skills:

1. Students should be able to demonstrate proper stretching techniques for many warm-up exercises.

Benchmark or Major Assessments

Formative Assessments:
1. Pre sit and reach fitness test
2. Daily observance of students stretching
Summative Assessments:
1. Post sit and reach test

Interdisciplinary Connections

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Music</th>
<th>Science</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>

Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Individualized goals
2. Challenge by choice
3. Special accommodations will be made as specified in individual 504 and IEP plans.

List of Applicable NJCCS:

See attached core content standard pacing chart specific to each grade level in regard to fitness and physical activity, sportsmanship, rules and safety, strategy and movement concepts and skills.

Teacher Resources

Resource books, internet

Websites:
• www.pecentral.org
• www.lessonplans.com
• www.mrgym.com

Technology Integration

Websites to look up information
iPod, boom box
Unit 2: Cardiovascular Activities

Why Is This Unit Important?

Students will learn activities that promote a strong healthy heart.

Enduring Understandings:

1. Students will understand that improving the heart rate improves total overall fitness level.
2. Children who regularly participate in physical activity tend to stay active throughout their lives.
3. Getting active and staying active is a key component of a healthy lifestyle.

Essential Questions:

1. Why is it so difficult to become healthy and physically fit?
2. Why is it even harder to stay healthy and physically fit?
3. How can I set challenging fitness goals that help me stay committed to wellness?

Acquired Knowledge:

1. Students will be able to calculate pre and post exercise heart rate.

Acquired Skills:

1. Students will be able to choose cardiovascular activities that they enjoy.

Benchmark or Major Assessments

Formative Assessments:
1. Daily observance of students during activity

Summative Assessments:
2. Teacher observation
3. Fitness testing

Interdisciplinary Connections

Mathematics   Science   Music
Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Challenge by choice
2. Special accommodations will be made as specified in individual 504 and IEP plans.

List of Applicable NJCCS:

- 2.5.2.A.1-4
- 2.5.4.A.1-4
- 2.5.6.A.1-4
- 2.6.2.A.1-3
- 2.6.4.A.1-4
- 2.6.6.A.1-4,6

Teacher Resources

Resource books, internet

Websites:
- www.pecentral.org
- www.lessonplans.com
- www.mrgym.com

Technology Integration

Stopwatch, pedometers
Websites to look up information
iPod, boom box
Unit 3: Cooperative Games and Team Building Activities

Why Is This Unit Important?

It is important for social and cognitive development.

Enduring Understandings:

1. The social skills learned are important for adulthood interactions.

Essential Questions:

1. What positives come from working together as a team?
2. How can a team meet the objectives?

Acquired Knowledge:

1. Learning how to work and play with others to achieve a specific goal.

Acquired Skills:

1. Listening
2. Communication skills
3. Compromising skills
4. Critical thinking

Benchmark or Major Assessments

Formative Assessments:
1. Teacher observation
2. Teacher evaluation
3. Positive, prescriptive feedback

Summative Assessments:
1. Teacher observation
2. Teacher evaluation

Interdisciplinary Connections

Mathematics       Social Skills       Music       Language Arts
Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Challenge by choice
2. Special accommodations will be made as specified in individual 504 and IEP plans.

List of Applicable NJCCS:

- 2.5.2.A.1-2,4
- 2.5.4.A.1-2,4
- 2.5.6.A.1-2,4
- 2.6.6.A.1-2

Teacher Resources

Resource books, internet

Websites:
- www.pecentral.org
- www.lessonplans.com
- www.mrgym.com

Technology Integration

Websites to look up information
iPod, boom box
Stopwatch, pedometers
Unit 4: Lead-Up Games and Team Sports

Why Is This Unit Important?

Playing games and team sports improves physical fitness, increases skill development, and enhances one character by being part of a team.

Enduring Understandings:

1. Students will understand how playing games and team sports can improve their physical fitness.
2. Students will understand how lead-up games help prepare them to play team sports.
3. Students will understand what skills are needed for different lead-up games and team sports.
4. Students will understand how they as individuals can contribute to the success of a team.
5. Students will understand how having and demonstrating good sportsmanship on a team enhances one's own character.

Essential Questions:

1. How does a lead-up game help prepare you for a team sport?
2. How does playing a team sport develop one’s character?
3. How do lead-up games and team sports improve physical fitness?
4. How are skills developed by playing lead-up games and team sports?

Acquired Knowledge:

1. Understand that lead-up games help develop the skills necessary to prepare you for team sports.

Acquired Skills:

1. Understanding the importance of good sportsmanship and personal character when playing games and team sports.
2. Even though there is no “I” in team, each “I”ndividual needs to know how to make his/her own contribution.

Benchmark or Major Assessments

Formative Assessments:
1. Daily observance of students playing lead-up games
Summative Assessments:
2. Observance of same students playing team sports

Interdisciplinary Connections

| Social Studies | Geography | Music | Math |

Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Challenge by choice
2. Special accommodations will be made as specified in individual 504 and IEP plans.

List of Applicable NJCCS:

See attached core content standard pacing chart specific to each grade level in regards to fitness and physical activity, sportsmanship, rules and safety, strategy and movement concepts and skills.

Teacher Resources

Resource books, internet

Websites:
- www.pecentral.org
- www.lessonplans.com
- www.mrgym.com

Technology Integration
Websites to look up information
iPod, boom box
Stopwatch
Unit 5: Rhythm and Dance

Why Is This Unit Important?

Rhythm and dance is important because it allows students to express their creativity through other mediums outside of the classroom. Students can find enjoyment in more non traditional types of activities.

Enduring Understandings:

1. Students will find that principles such as space, speed, force, projection or tempo make movement more effective as well as interesting.
2. Students will be more aware of their own creativity.
3. Students will be able to explain the importance of teamwork to complete a common goal.
4. Students will be able to understand dance as a way to create and communicate meaning.

Essential Questions:

1. How does dance relate to cooperation and teamwork?
2. How can rhythm and dance be related and applied to other aspects of the student’s life?
3. What does your rhythm tell you about yourself and how does it make every person different?
4. What connections can be made between dance and healthful living?

Acquired Knowledge:

1. Students will be able to move, exercise, elevate heart rate and dance to the beat of music as well as follow directions in the form of mirroring to self-creation.

Acquired Skills:

1. Tempo, space and body awareness, creative thinking

Benchmark or Major Assessments (Assignments, Quizzes, Tests, Projects, Performance Tasks)

Formative Assessments:
1. Teacher observation with positive, prescriptive feedback

Summative Assessments:
1. Teacher Observation
Interdisciplinary Connections

<table>
<thead>
<tr>
<th>Music</th>
<th>Math</th>
<th>Art</th>
</tr>
</thead>
</table>

Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Special accommodations will be made as specified in individual 504 and IEP plans.
2. Challenge by choice

List of Applicable NJCCS:

- 2.5.2.A.1-4
- 2.5.2.C.2
- 2.5.4.A.1-4
- 2.6.4.A.2

Teacher Resources

Resource books, internet

Websites:
- www.pecentral.org
- www.lessonplans.com
- www.mrgym.com

Technology Integration

Websites to look up information
iPod, boom box
Stopwatch
Unit 6: Parachute Games

Why Is This Unit Important?

Parachute activities are important because they allow students to focus on fine and gross motor movements in a way that is enjoyable. They can exercise using wind as the resistance. It is a great way to do large group/whole class non competitive, cooperative activities.

Enduring Understandings:

1. Students will find that principles such as force, gravity, Newton’s laws, speed, rhythm and tempo make movement more effective and fun as well as interesting.
2. Students will be more aware of their own space and movement through it.
3. Students will be able to explain the importance of teamwork to complete a common goal.
4. Students will be able to understand the parachute is designed to harness air and use it.

Essential Questions:

1. How does the parachute activity relate to cooperation and teamwork?
2. How can the principles learned here be related and applied to other aspects of the student’s life?

Acquired Knowledge:

1. Students will be able to move, exercise, elevate heart rate and make creations with the parachute in a cooperative manor.

Acquired Skills:

1. Fine and gross motor movements, tempo and rhythm of movement with the parachute space and body awareness, using one’s imagination.

Benchmark or Major Assessments

Formative Assessments:
1. Teacher observation with positive, prescriptive feedback

Summative Assessments:
1. Teacher observation
Interdisciplinary Connections

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Reading</td>
<td>Geography</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Special accommodations will be made as specified in individual 504 and IEP plans.
2. Challenge by choice

List of Applicable NJCCS:

See attached core content standard pacing chart specific to each grade level in regards to fitness and physical activity, sportsmanship, rules and safety, strategy and movement concepts and skills.

Teacher Resources

Resource books, internet

Websites:
- www.pecentral.org
- www.lessonplans.com
- www.mrgym.com

Technology Integration

Websites to look up information
iPod, boom box
Stopwatch
Unit 7: Balance and Coordination

Why Is This Unit Important?

Balance and coordination is a fundamental building block for all other activities and healthy life long habits.

Enduring Understandings:

1. Students will understand the importance of balance as it relates to controlling and maneuvering their bodies.
2. Students will understand the importance of coordination as it relates to all daily activities.

Essential Questions:

1. How does balance and coordination help in daily activities?
2. How does balance and coordination help in improving physical fitness?
3. How does balance and coordination help in keeping yourself and others safe?

Acquired Knowledge:

1. Students will be able to use balance and coordination in all other units of physical education as well as all arenas of daily life.

Acquired Skills:

1. Loco-motor movements
2. Maneuvering multiple body parts in unison

Benchmark or Major Assessments

Formative Assessments:
1. Teacher observation with positive, prescriptive feedback

Summative Assessments:
1. Teacher observation

Interdisciplinary Connections

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>
Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Special accommodations will be made as specified in individual 504 and IEP plans.
2. Challenge by choice

List of Applicable NJCCS:

See attached core content standard pacing chart specific to each grade level in regards to fitness and physical activity, sportsmanship, rules and safety, strategy and movement concepts and skills.

Teacher Resources

Resource books, internet

Websites:
- www.pecentral.org
- www.lessonplans.com
- www.mrgym.com

Technology Integration

Websites to look up information
iPod, boom box
Stopwatch
Unit 8: Throwing and Catching

Why Is This Unit Important?

Throwing is important to teach correct body movement (arm extension and follow through while stepping in opposition) while throwing an object. Catching is important for teaching eye and hand coordination as well as timing while catching an object. Both improve gross motor coordination and balance.

Enduring Understandings:

1. Students will understand the importance of body and eye coordination, balance, and timing as they relate to efficient throwing and catching.

Essential Questions:

1. How does throwing and catching carry over into other games and activities?
2. Why is eye-hand coordination and balance in everyday life?

Acquired Knowledge:

1. Students will understand stepping in opposition and body balance is important while throwing an object
2. Students will understand why eye-hand coordination and timing is important for catching an object.

Acquired Skills:

1. Throwing
   - Body balance
   - Stepping in opposition
   - Aiming and accuracy
   - Overhand throwing
2. Catching
   - Eye-hand coordination
   - Timing
   - Absorbing

Benchmark or Major Assessments

Formative Assessments:
1. Teacher observation with positive, prescriptive feedback

Summative Assessments:
1. Teacher observation
Interdisciplinary Connections

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Reading</td>
<td>Geography</td>
</tr>
</tbody>
</table>

Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Special accommodations will be made as specified in individual 504 and IEP plans.
2. Challenge by choice. Increasing/decreasing distance, using non dominate hand, increasing/decreasing size of targets. Using other types of objects. Change the way of throwing (underhand toss and rolling).

List of Applicable NJCCS:
See attached core content standard pacing chart specific to each grade level in regards to fitness and physical activity, sportsmanship, rules and safety, strategy and movement concepts and skills.

Teacher Resources

Resource books, internet

Websites:
• www.pecentral.org
• www.lessonplans.com
• www.mrgym.com

Technology Integration
Websites to look up information
iPod, boom box
Unit 9: Loco-Motor Activities

Why Is This Unit Important?

Loco-motor activities are important because they lay a foundation for how students move through space. It improves gross motor coordination and balance.

Enduring Understandings:

1. Understanding the importance of loco-motor movements as they relate to being the building blocks of safe movement in participation in games, sports, dance, and recreational activities.

Essential Questions:

1. How does performing loco-motor movements carry over into other games and activities?

Acquired Knowledge:

1. Students will be able to move about the classroom and other arenas of their life safely while maintaining the appropriate social behaviors in terms of safe traveling.

Acquired Skills:

1. Tempo, space and body awareness
   - Running
   - Walking
   - Leaping
   - Hopping
   - Jumping
   - Skipping
   - Galloping
   - Sliding

Benchmark or Major Assessments

Formative Assessments:
1. Teacher observation with positive, prescriptive feedback

Summative Assessments:
1. Teacher observation
Interdisciplinary Connections

Mathematics  Science  Music
Language Arts  Reading  Geography
History

Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Special accommodations will be made as specified in individual 504 and IEP plans.
2. Challenge by choice

List of Applicable NJCCS:

See attached core content standard pacing chart specific to each grade level in regards to fitness and physical activity, sportsmanship, rules and safety, strategy and movement concepts and skills.

Teacher Resources

Resource books, internet

Websites:
• www.pecentral.org
• www.lessonplans.com
• www.mrgym.com

Technology Integration
Websites to look up information
iPod, boom box
Stopwatch, pedometers
Unit 10: Spatial Awareness Activities

Why Is This Unit Important?

Spatial awareness is important because it serves as a basis for all activities in physical education as well as appropriate social behavior and personal safety.

Enduring Understandings:

1. Understanding the importance of spatial awareness as it relates to maintaining a safe learning environment.
2. Students will find out how they can maneuver throughout their own space to achieve a common goal.

Essential Questions:

1. How does operating in your own space help maintain a safer environment?

Acquired Knowledge:

1. Students will be able to move about the classroom and other arenas of their lives safely while maintaining the appropriate social behaviors in terms of personal space.

Acquired Skills:

1. Body awareness

Benchmark or Major Assessments

Formative Assessments:
1. Teacher observation with positive, prescriptive feedback

Summative Assessments:
1. Teacher observation

Interdisciplinary Connections

Everyday aspects of life

Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Challenge by choice
2. Special accommodations will be made as specified in individual 504 and IEP plans.
List of Applicable NJCCS:

See attached core content standard pacing chart specific to each grade level in regards to fitness and physical activity, sportsmanship, rules and safety, strategy and movement concepts and skills.

Teacher Resources

Resource books, internet

Websites:
- www.pecentral.org
- www.lessonplans.com
- www.mrgym.com

Technology Integration
Websites to look up information
iPod, boom box
Stopwatch, pedometers
Unit 11: Cross Curriculum Games

Why Is This Unit Important?

Cross curriculum games are important because they help reinforce other areas of education and draws connections between the disciplines which relates to real world experiences.

Enduring Understandings:

1. Understanding the importance of the curricula connections and appreciating the diversity of the world around us.

Essential Questions:

1. How do cross curricula games reinforce other academic areas?
2. How do cross curricula games prepare you for everyday life experiences?

Acquired Knowledge:

1. Students will be able to understand how cross curricular games and activities will benefit academic areas and life.

Acquired Skills:

1. Critical thinking
2. Teamwork
3. Deductive reasoning
4. Forming hypotheses

Benchmark or Major Assessments

Formative Assessments:
1. Teacher observation with positive, prescriptive feedback

Summative Assessments:
1. Teacher observation

Interdisciplinary Connections

Mathematics  Science  Music
Language Arts  Reading  Geography
History
Accommodations and Extensions (Special Education, ELL, Gifted Learners)

1. Special accommodations will be made as specified in individual 504 and IEP plans.
2. Challenge by choice

List of Applicable NJCCS:

See attached core content standard pacing chart specific to each grade level in regards to fitness and physical activity, sportsmanship, rules and safety, strategy and movement concepts and skills.

Teacher Resources

Resource books, internet

Websites:
- www.pecentral.org
- www.lessonplans.com
- www.mrgym.com

Technology Integration
Websites to look up information
iPod, boom box
Stopwatch, pedometers
## Descriptions of Applicable NJCCS Standards/CPIs

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.2.A.1</td>
<td>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).</td>
</tr>
<tr>
<td>2.5.2.A.2</td>
<td>Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges and pathways.</td>
</tr>
<tr>
<td>2.5.2.A.3</td>
<td>Respond in movement to changes in tempo, beat, rhythm or musical style.</td>
</tr>
<tr>
<td>2.5.2.A.4</td>
<td>Correct movement errors in response to feedback.</td>
</tr>
<tr>
<td>2.5.4.A.1</td>
<td>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).</td>
</tr>
<tr>
<td>2.5.4.A.2</td>
<td>Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space.</td>
</tr>
<tr>
<td>2.5.4.A.3</td>
<td>Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms and musical styles.</td>
</tr>
<tr>
<td>2.5.4.A.4</td>
<td>Correct movement errors in response to feedback and explain how the change improves performance.</td>
</tr>
<tr>
<td>2.5.6.A.1</td>
<td>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance and recreational activities).</td>
</tr>
<tr>
<td>2.5.6.A.2</td>
<td>Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space and relationships in interactive dynamic environments.</td>
</tr>
<tr>
<td>2.5.6.A.3</td>
<td>Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm and music (creative, cultural, social and fitness dance).</td>
</tr>
<tr>
<td>2.5.6.A.4</td>
<td>Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</td>
</tr>
<tr>
<td>2.6.2.A.1</td>
<td>Explain the role of regular physical activity in relation to personal health.</td>
</tr>
<tr>
<td>2.6.2.A.2</td>
<td>Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</td>
</tr>
<tr>
<td>2.6.2.A.3</td>
<td>Develop a fitness goal and monitor progress towards achievement of the goal.</td>
</tr>
<tr>
<td>2.6.4.A.1</td>
<td>Determine the physical, social, emotional and intellectual benefits of regular physical activity.</td>
</tr>
<tr>
<td>2.6.4.A.2</td>
<td>Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</td>
</tr>
<tr>
<td>2.6.4.A.3</td>
<td>Develop a health-related fitness goal and track progress using health/fitness indicators.</td>
</tr>
<tr>
<td>2.6.4.A.4</td>
<td>Determine the extent to which different factors influence personal fitness, such as heredity, training, diet and technology.</td>
</tr>
<tr>
<td>2.6.6.A.1</td>
<td>Analyze the social, emotional, and health benefits of selected physical experiences.</td>
</tr>
<tr>
<td>2.6.6.A.2</td>
<td>Determine to what extent various activities improve skill-related fitness versus health-related fitness.</td>
</tr>
<tr>
<td>2.6.6.A.3</td>
<td>Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during and after the program.</td>
</tr>
<tr>
<td>2.6.6.A.4</td>
<td>Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</td>
</tr>
<tr>
<td>2.6.6.A.6</td>
<td>Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.</td>
</tr>
</tbody>
</table>