

Audubon Public School District



Health & Physical Education Curriculum Guide

Fall 2022

Physical Education K-2 Curriculum Guide

Suggested Unit Sequence Chart

MP 1/2	MP 2/3	MP 3/4
Locomotor	Tumbling	Volleying
Jump Roping/Nutrition	Dance / Rhythmic Activities	Fitness
Throwing & Catching	Kicking and Dribbling	Striking
		Cooperative Games

Timeline	Unit Type	Standards, SLO's	Instructional Objectives (Skills, Tactics, Rules, Concepts)	Assessment Methods
3 Lessons	<u>Locomotor</u>	NJSLS: 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.6 2.2.2.MSC.8 2.2.2.PF.2 2.2.2.PF.3 2.2.2.LF.1 2.2.2.LF.2 SHAPE: S1.E1 S1.E2 S1.E3 S1.E4 S2.E1 S2.E3 S3.E2	<p style="text-align: center;">Skill/Tactics</p> <ul style="list-style-type: none"> ● Engages actively in physical education class in response to instruction and practice. ● Perform locomotor skills while maintaining balance. ● Travels in general space with different speeds. ● Hops, gallops, jogs and slides using a mature pattern. ● Skips using a mature pattern. ● Runs with a mature pattern. ● Travels showing differentiation between jogging and sprinting. ● Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings. ● Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. <p>Hopping:</p> <ul style="list-style-type: none"> ● Balance on one foot ● Keep other foot off of the ground ● Have arms to sides to help balance ● Bend knees when hopping off ground and when landing ● Keep eyes up and forward <p>Galloping:</p> <ul style="list-style-type: none"> ● Stand with feet shoulder width apart ● Step forward with lead foot ● Take long slide forward 	P- Skills test, Peer checklist, individual and group practice tasks C- Quizzes, Assignments, Exit slips, Video analysis A- Attendance rubric, Behavior/Fair Play/Cooperation rubric, Pedometers, Heart Rate monitors

			<ul style="list-style-type: none"> ● Back foot chase to catch lead foot ● Close feet fast together <p>Running:</p> <ul style="list-style-type: none"> ● March high, lift knees to waist ● Push toes off the ground ● Arms swinging in opposition, 90 degree elbows, swinging low to high (hips to ears) ● Keep head and chin straight ahead. <p>Sliding:</p> <ul style="list-style-type: none"> ● Stand with feet shoulder width apart ● Bend knees slightly ● Side step with lead foot ● Trailing foot chase to catch lead foot <p>Skipping:</p> <ul style="list-style-type: none"> ● Stand with feet shoulder width apart ● Step forward with lead foot and hop ● Repeat pattern on opposite foot ● Keep eyes up and forward <p>Leaping:</p> <ul style="list-style-type: none"> ● Stand with feet shoulder width apart ● Bend knees slightly ● Do a long step off of one foot (with flight) and land on the opposite foot ● Keep eyes up and forward <p>Jumping:</p> <ul style="list-style-type: none"> ● Standing with feet shoulder width apart ● Bend arms at 90 degrees ● Bend knees slightly ● Explode up with legs ● Bend knees when landing <p style="text-align: center;">Knowledge/Critical Concepts</p> <ul style="list-style-type: none"> ● Differentiates between movement in personal (self space) and general space. ● Explore how to move different body parts in a controlled manner. ● Discusses the benefits of being active and exercising and/ or playing. 	
4 Lessons	<u>Jump Roping/Nutrition</u>	NJSLs: 2.2.2.MSC.5 2.2.2.MSC.6	Skill/Tactics	P- Skills test, Peer checklist, individual
			<ul style="list-style-type: none"> ● Executes a single jump with self-turned rope. 	

		<p>2.2.2.PF.1 2.2.2.PF.3 2.2.2.LF.1 2.2.2.LF.2 2.2.2.N.1 2.2.2.N.2 2.2.2.N.3</p> <p>SHAPE: S1.E27 S3.E2 S3.E3 S3.E6 S4.E1 S4.E4</p>	<ul style="list-style-type: none"> • Jumps a self-turned rope consecutively forward and backward with a mature pattern. • Jumps a long rope with teacher-assisted turning. • Jumps a long rope up to 5 times consecutively with student turners • Shares equipment and space with others • Works independently with others in a variety of class environments (e.g., small and large groups). • Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). • Accepts personal responsibility by using equipment and space appropriately. <p style="text-align: center;">Knowledge/Critical Concepts</p> <p>Health Related Fitness Knowledge-</p> <ul style="list-style-type: none"> • Identify physical activities available outside of school that are in the community. • 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). • Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. • Recognizes that when you move fast, your heart beats faster and you breathe faster. • Identifies physical activity as a component of good health. <p>Nutrition-</p> <ul style="list-style-type: none"> • Explore different types of foods and food groups. • Explain why some foods are healthier to eat than others. • Differentiate between healthy and unhealthy eating habits. • Recognizes the “good health balance” of good nutrition with physical activity. 	<p>and group practice tasks</p> <p>C- Quizzes, Assignments, Exit slips, Video analysis</p> <p>A- Attendance rubric, Behavior/Fair Play/Cooperation rubric, Pedometers, Heart Rate monitors</p>
4 Lessons	<u>Throwing & Catching</u>	<p>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.3 2.2.2.PF.4 2.2.2.LF.1</p> <p>SHAPE: S1.E13</p>	<p style="text-align: center;">Skill/Tactics</p> <ul style="list-style-type: none"> • Engages actively in physical education class in response to instruction and practice. • Accepts personal responsibility by using equipment and space appropriately. • Follows the rules and parameters of the learning environment. <p>Underhand Throwing Throws underhand with appropriate form:</p> <ul style="list-style-type: none"> • Facing target with staggered stance • Holding manipulative with dominant hand • Stepping with non-dominant foot as dominant arm initiates pendulum arm swing 	<p>P- Skills test, Peer checklist, individual and group practice tasks</p> <p>C- Quizzes, Assignments, Exit slips, Video analysis</p> <p>A- Attendance rubric, Behavior/Fair Play/Cooperation</p>

		S1.E14 S1.E16 S3.E1 S3.E2	<ul style="list-style-type: none"> ● Follow through to target <p>Overhand Throwing Throws overhand with appropriate form:</p> <ul style="list-style-type: none"> ● Opposite side of body facing target ● Point to target with opposite hand ● Throwing arm and elbow at 90 degree angle ● Step with opposite foot ● Follow through to target <p>Catching Overhead/Below Waist</p> <ul style="list-style-type: none"> ● Tracking ball with eyes ● Reach arms toward ball ● Give with ball ● Pinkies together if ball below waist ● Thumbs together if ball above waist ● Move body behind object <ul style="list-style-type: none"> ● Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). ● Engages actively in physical education class in response to instruction and practice. 	rubric, Pedometers, Heart Rate monitors
3 Lessons	<p><u>Tumbling</u></p> <p>Jumping Twisting Balance Rolling Weight Transfer</p>	NJSLS: 2.2.2.MSC.2 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.PF.2 2.2.2.PF.3 2.2.2.LF.1 SHAPE: S1.E4 S1.E7 S1.E8 S1.E9 S1.E10 S1.E11 S2.E2 S3.E2 S3.E3 S4.E1	<p style="text-align: center;">Skill/Tactics</p> <ul style="list-style-type: none"> ● Engages actively in physical education class in response to instruction and practice. ● Accepts specific corrective feedback from the teacher. ● Follows the rules and parameters of the learning environment. <p>Jumping:</p> <ul style="list-style-type: none"> ● Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane <p>Balance:</p> <ul style="list-style-type: none"> ● Balances on different bases of support, combining levels and shapes ● Balances in an inverted position with stillness <p>Rolling:</p> <ul style="list-style-type: none"> ● Rolls in different directions with either a narrow or curled body shape <p>Weight Transfer:</p> <ul style="list-style-type: none"> ● Transfers weight from feet to different body parts/bases of support for balance and/or travel ● Differentiates among twisting, curling, bending and stretching actions ● Uses body as resistance (e.g., holds the body in plank position, animal walks) for developing strength 	P- Skills test, Peer checklist, individual and group practice tasks C- Quizzes, Assignments, Exit slips, Video analysis A- Attendance rubric, Behavior/Fair Play/Cooperation rubric, Pedometers, Heart Rate monitors

			<p align="center">Knowledge/Critical Concepts</p> <ul style="list-style-type: none"> Identify physical activities available outside of school that are in the community. 	
4 Lessons	<u>Dance/Rhythmic Flexibility</u>	<p>NJSLS: 2.2.2.MSC.1 2.2.2.MSC.6 2.2.2.PF.2 2.2.2.PF.3 2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4</p> <p>SHAPE: S1.E1 S1.E3 S1.E11 S2.E1 S2.E2 S3.E2 S4.E1</p>	<p align="center">Skill/Tactics</p> <ul style="list-style-type: none"> Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics). Performs locomotor skills in response to teacher-led creative dance. Combines locomotor skills in general space to a rhythm. Travels in 3 different pathways. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). Practices skills with minimal teacher prompting. Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms. <p align="center">Knowledge/Critical Concepts</p> <ul style="list-style-type: none"> Discusses the benefits of being active and exercising and/or playing. Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). Identifies physical activities available outside of school that are in the community. Identifies physical activities that are enjoyable, and provide self-expression. 	<p>P- Skills test, Peer checklist, individual and group practice tasks</p> <p>C- Quizzes, Assignments, Exit slips, Video analysis</p> <p>A- Attendance rubric, Behavior/Fair Play/Cooperation rubric, Pedometers, Heart Rate monitors</p>
3 Lessons	<u>Kicking & Dribbling</u>	<p>NJSLS: 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.LF.1 2.2.2.LF.4</p> <p>SHAPE: S1.E17 S1.E18 S1.E21 S2.E3 S3.E2 S4.E5</p>	<p align="center">Skill/Tactics</p> <ul style="list-style-type: none"> Engages actively in physical education class in response to instruction and practice. Accepts personal responsibility by using equipment and space appropriately. Follows the rules and parameters of the learning environment. <p>Kicking Kicking a stationary object:</p> <ul style="list-style-type: none"> Eyes focused on object throughout kick Non-kicking foot placed beside object Swing leg and contact object with inside or top (shoelaces) of foot Kicking leg follows through towards target area <p>Kicking a moving object:</p> <ul style="list-style-type: none"> Eyes track moving object 	<p>P- Skills test, Peer checklist, individual and group practice tasks</p> <p>C- Quizzes, Assignments, Exit slips, Video analysis</p> <p>A- Attendance rubric, Behavior/Fair Play/Cooperation rubric, Pedometers, Heart Rate monitors</p>

			<ul style="list-style-type: none"> ● Position body toward the ball ● Non-kicking foot placed beside object ● Swing leg and contact object with inside or top (shoelaces) of foot ● Kicking leg follows through towards target area ● Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern <p>Dribbling Dribbling with feet:</p> <ul style="list-style-type: none"> ● Dribble with the feet in general space with control of ball and body with proper technique <ul style="list-style-type: none"> ○ Push ball forward gently with the inside of the foot, keeping the ball close ○ Alternate feet ○ Use peripheral vision to look at ball while looking at space <p>Dribbling with hands:</p> <ul style="list-style-type: none"> ● Dribbles continuously in self-space using the preferred hand. ● Dribbles in self space with preferred hand demonstrating a mature pattern. ● Dribbles using the preferred hand while walking in general space. <p style="text-align: center;">Knowledge/Critical Concepts</p> <ul style="list-style-type: none"> ● Differentiates between fast and slow speeds. ● Varies time and force with gradual increases and decreases. 	
3 Lessons	<u>Volleying</u>	<p>NJSLS: 2.2.2.MSC.3 2.2.2.MSC.4 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</p> <p>SHAPE: S1.E22 S2.E3 S3.E1 S4.E1 S4.E4 S4.E5 S4.E6</p>	<p style="text-align: center;">Skill/Tactics</p> <ul style="list-style-type: none"> ● Accepts personal responsibility by using equipment and space appropriately. ● Follows the rules and parameters of the learning environment. ● Recognizes the role of rules and etiquette in teacher-designed physical activities. ● Works safely with physical education equipment. <p>Underhand volleying-</p> <ul style="list-style-type: none"> ● Volleys a lightweight object (balloon), sending it upward. ● Volleys an object upward with consecutive hits. ● Practices skills with minimal teacher prompting. ● Accepts specific corrective feedback from the teacher. <p>Overhead volleying-</p> <ul style="list-style-type: none"> ● Volleys a lightweight object (balloon), sending it upward. ● Volleys an object upward with consecutive hits. ● Practices skills with minimal teacher prompting. ● Accepts specific corrective feedback from the teacher. 	<p>P- Skills test, Peer checklist, individual and group practice tasks</p> <p>C- Quizzes, Assignments, Exit slips, Video analysis</p> <p>A- Attendance rubric, Behavior/Fair Play/Cooperation rubric, Pedometers, Heart Rate monitors</p>

			<p>Partner volleying-</p> <ul style="list-style-type: none"> • Volleys a lightweight object (balloon), sending it upward to a partner. • Practices skills with minimal teacher prompting. • Accepts specific corrective feedback from the teacher. • Demonstrate strategies and skills that enable team and group members to achieve goals. <p style="text-align: center;">Knowledge/Critical Concepts</p> <ul style="list-style-type: none"> • Differentiates between strong and light force. • Identifies active play opportunities outside physical education class. 	
3 Lesson	<u>Fitness / Nutrition</u>	<p>NJSLS: 2.2.2.PF.1 2.2.2.PF.3 2.2.2.LF.1 2.2.2.LF.3 2.2.2.LF.4 2.2.2.N.1 2.2.2.N.2 2.2.2.N.3</p> <p>SHAPE: S3.E1 S3.E3 S3.E6</p>	<p style="text-align: center;">Skill/Tactics</p> <p>Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement.</p> <p>Complete basic cardiovascular exercises with proper form and techniques. Some of these may consist of the following (but not limited to):</p> <ul style="list-style-type: none"> • Jumping Jacks • Burpees • Side-to-side jumps • Tuck Jumps • Mountain Climbers • Step-ups <p>Complete various basic levels of body weight exercises with proper form. Some of the body weight exercises may be (but not limited to):</p> <ul style="list-style-type: none"> • Sit ups • Push ups • Squats • Lunges • Planks • Animal walks - Crab walk, bear crawl <p style="text-align: center;">Knowledge/Critical Concepts</p> <ul style="list-style-type: none"> • Discusses the benefits of being active and exercising and/or playing. • 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). • Explore different types of foods and food groups. • Explain why some foods are healthier to eat than others. 	<p>P- Skills test, Peer checklist, individual and group practice tasks</p> <p>C- Quizzes, Assignments, Exit slips, Video analysis</p> <p>A- Attendance rubric, Behavior/Fair Play/Cooperation rubric, Pedometers, Heart Rate monitors</p>

			<ul style="list-style-type: none"> Recognizes the “good health balance” of good nutrition with physical activity. Differentiate between healthy and unhealthy eating habits. Identify physical activities available outside of school that are in the community. Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. Identifies physical activities that contribute to fitness. Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). Recognizes the use of the body as resistance (e.g., holds the body in plank position, animal walks) for developing strength. 	
4 Lessons	<u>Striking</u>	<p>NJSLS: 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.MSC.8 2.2.2.PF.4</p> <p>SHAPE: S1.E24 S1.E25 S3.E2 S4.E3 S4.E6</p>	<p style="text-align: center;">Skill/Tactics</p> <ul style="list-style-type: none"> Works independently and safely in physical education. Demonstrates strategies and skills that enable team and group members to achieve goals. Accepts specific corrective feedback from the teacher. Works safely with physical education equipment. <p>Striking-</p> <ul style="list-style-type: none"> Strikes a light-weight object with a paddle or short-handled racket. Strikes an object upward with a short-handled implement, using consecutive hits. Strikes with a long implement for accuracy. Strikes a ball using correct grip and side orientation/proper body orientation. Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation. <p style="text-align: center;">Knowledge/Critical Concepts</p> <ul style="list-style-type: none"> Differentiates between strong and light force. 	<p>P- Skills test, Peer checklist, individual and group practice tasks</p> <p>C- Quizzes, Assignments, Exit slips, Video analysis</p> <p>A- Attendance rubric, Behavior/Fair Play/Cooperation rubric, Pedometers, Heart Rate monitors</p>
3 Lessons	<u>Cooperative Games</u>	<p>NJSLS: 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.LF.2 2.2.2.PF.2 2.2.2.PF.4</p> <p>SHAPE: S3.E2 S4.E4 S4.E6</p>	<p style="text-align: center;">Skill/Tactics</p> <ul style="list-style-type: none"> Engages actively in physical education class in response to instruction and practice. Works cooperatively with others. Praises others for their success in movement performance. Works independently with others in a variety of class environments (e.g., small and large groups). Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). <p style="text-align: center;">Knowledge/Critical Concepts</p> <ul style="list-style-type: none"> Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. 	<p>P- Skills test, Peer checklist, individual and group practice tasks</p> <p>C- Quizzes, Assignments, Exit slips, Video analysis</p> <p>A- Attendance rubric, Behavior/Fair Play/Cooperation</p>

			<ul style="list-style-type: none">• Demonstrate strategies and skills that enable team and group members to achieve goals.	rubric, Pedometers, Heart Rate monitors
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