

# GREEN TOWNSHIP SCHOOL DISTRICT



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**Content Area:** Comprehensive Health and Physical Education  
**Course/Grade Level:** Physical Education Grades Kindergarten - 8th grade

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**Curriculum Committee Members:**

Ms. Deb Ronsini  
Mr. Michael Scott  
Tri-District Curriculum Committee

**Principal:**

Jon Paul Bollette

**Board Approval Date:**

{Fill in when known}



## Physical Education Kindergarten- 8th grade

### **Mission**

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness. They develop the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

### **Vision**

A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change.



## Physical Education Kindergarten- 8th grade

### Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit.

#### **Resources for help in creating assessments**

[https://carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html)

#### **Assessments other than paper & pencil tests See link for more info:**

[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

#### **Formative assessments:**

- Used to gauge student understanding and progress throughout the unit.
- Not necessarily graded
- Provide feedback for students to use to reflect, revise and refine their work.

#### **Summative Assessments:**

- Final projects or assessments to determine what students have learned over the course of the project or unit.

#### **Benchmark Assessments:**

- Teacher-created benchmark assessments to be given periodically during the year.

#### **Alternative Assessments:**

- Teacher modifies assignments and activities based on student needs.



## Physical Education Kindergarten- 8th grade

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students.***

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Modifications & Accommodations Menu](#)

### Additional Resources for to Support Planning & Instruction

- NJ Student Learning Standards:
- <https://www.nj.gov/education/standards/chp/index.shtml>



## Physical Education Kindergarten- 8th grade

### Grade Kindergarten

<b>Locomotor/ Non-Locomotor</b>	<b>Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.</b>
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New Jersey Student Learning Standards	Student Learning Objectives	Practices
2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.	Students will be able to: -use locomotor skills while maintaining balance -demonstrate a combination of locomotor movements -use feedback to adjust movements and skill levels during rhythmic activities	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-being

<b>Interdisciplinary Connections</b>
May include but not limited to: -ILA, Science, Math, World Culture, World Language, Performing Arts

<b>Instructional Materials &amp; Resources</b>	
<b>Core Instructional Materials</b>	<b>Supplemental Instructional Materials</b>



## Physical Education Kindergarten- 8th grade

May include but not limited to:

- various equipment
- task cards
- technology
- literature

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

#### Summative Assessments:

MSC.1. The assessment involves a teacher-created checklist that measures the students' ability to perform combinations of locomotor movements and whether they can transition from one activity to the next. For this assessment, students will demonstrate a sequence of four different locomotor movements. MSC.5 Students will demonstrate their responsiveness to feedback by changing their movements during planned activities

#### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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  - *Assessments other than paper & pencil tests See link for more info:*



## Physical Education Kindergarten- 8th grade

[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## Grade Kindergarten

### Manipulative Skills

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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.	Students will be able to: -introduce skills associated with manipulative movements -demonstrate manipulative movements with teacher guidance -demonstrate manipulative movements in personal space	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-being



## Physical Education Kindergarten- 8th grade

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment



## Physical Education Kindergarten- 8th grade

**Summative Assessments:** students will be observed playing a manipulative game and documented on their ability to demonstrate various movements with regard to space, time, direction, and range

**Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

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[Modifications & Accommodations Menu](#)



## Physical Education Kindergarten- 8th grade

### Grade Kindergarten

<b>Body Management</b>	<b>Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.</b>
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New Jersey Student Learning Standards	Student Learning Objectives	Practices
2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 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).	Students will be able to: -move different body parts with control -participate in physical activities that promote developmentally-appropriate movements	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-being

Interdisciplinary Connections
May include but not limited to: -ILA, Science, Math, World Culture, World Language, Performing Arts

Instructional Materials & Resources	
<b>Core Instructional Materials</b> May include but not limited to:	<b>Supplemental Instructional Materials</b>



## Physical Education Kindergarten- 8th grade

- various equipment
- task cards
- technology
- literature

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

#### Summative Assessments:

2.2.2.PF.2 Students will be assessed on whether they maintained control during activities that allow them to explore the movement of various body parts.

2.2.2.PF.3 The unit culminates with a performance assessment where students are evaluated on their participation in games and activities that involve moderate to vigorous exercise.

#### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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## Physical Education Kindergarten- 8th grade

### Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## Grade Kindergarten

### Cooperative Skills and Strategies

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.	Students will be able to: -demonstrate positive sportsmanship and safety measures with teacher guidance while directly involved in and viewing games, sports, and events -contribute to a safe and caring environment by showing positivity towards oneself and others during physical activities	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-being



## Physical Education Kindergarten- 8th grade

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment



## Physical Education Kindergarten- 8th grade

### Summative Assessments:

2.2.2.MSC.6. Students will Identify pictures or video clips of students providing their peers with positive feedback and staying safe when participating in, or viewing events; then demonstrate the skills during an activity.

2.2.2.MSC.7 Students practice using kindness prompts during physical activities to promote a positive climate and culture.

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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## Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

## First Grade

**Locomotor/ Non-Locomotor**

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**



## Physical Education Kindergarten- 8th grade

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-use locomotor and non-locomotor movements while maintaining balance and transferring weight</li> <li>-demonstrate proper posture and balance on various playing surfaces during physical activity</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>

### Interdisciplinary Connections

May include but not limited to:  
 -ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>-various equipment</li> <li>-task cards</li> <li>-technology</li> <li>-literature</li> </ul>	



## Physical Education Kindergarten- 8th grade

### Assessments

**Formative assessments:**

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

**Summative Assessments:**

2.2.2.MSC.2 For the unit assessment, students will identify locomotor and non-locomotor movements through picture cues. 2.2.2.LF.2 The performance assessment has the students adapting their movements and maintaining balance and control on various playing surfaces.

**Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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## Physical Education Kindergarten- 8th grade

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### First Grade

<b>Manipulative Skills</b>	<b>Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.</b>
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New Jersey Student Learning Standards	Student Learning Objectives	Practices
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. 2.2.2.LF.4: Identify physical activities available outside of school that are in the community	Students will be able to: -develop skills associated with manipulative movements -demonstrate manipulative movements with reduced teacher guidance -demonstrate manipulative movements in general space -display the ability to transition from movements in personal space to general spaces -name physical activities available within the community	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-being

#### Interdisciplinary Connections

May include but not limited to:  
 -ILA, Science, Math, World Culture, World Language, Performing Arts



## Physical Education Kindergarten- 8th grade

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

#### Summative Assessments:

2.2.2.MSC.3 The performance assessment has the students demonstrating manipulation skills throughout different progressions in general and personal spaces.

2.2.2.LF.4 A verbal or paper-based assessment will determine whether students can identify physical activities available in their community.

#### Alternative Assessments:



## Physical Education Kindergarten- 8th grade

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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### Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

## First Grade

**Body Management**

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. 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). 2.2.2.LF.1: Express one's feelings and emotions when	Students will be able to: -self-correct body management movements based on peer and teacher feedback -participate in physical activities that promote developmentally-appropriate movements -state personal feelings and emotions during physical	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-



## Physical Education Kindergarten- 8th grade

involved in movement and physical activities to increase positive behaviors.

activities

being

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment



## Physical Education Kindergarten- 8th grade

- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

### **Summative Assessments:**

2.2.2.MSC.5 Regarding assessment, students will show whether they adjusted their movements in response to a teacher-selected skill.

2.2.2.PF.3 The unit culminates with a performance assessment where students are evaluated on their participation in games and activities that involve moderate to vigorous exercise.

### **Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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## Accommodations & Modifications

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## Physical Education Kindergarten- 8th grade

### First Grade

<b>Cooperative Skills and Strategies</b>	<b>Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.</b>
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New Jersey Student Learning Standards	Student Learning Objectives	Practices
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. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.	Students will be able to: -demonstrate positive sportsmanship and safety measures with minimal teacher guidance while directly involved in and viewing games, sports, and events -contribute to a safe and caring environment by showing positivity towards oneself and others during physical activities	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-being

<b>Interdisciplinary Connections</b>
May include but not limited to: -ILA, Science, Math, World Culture, World Language, Performing Arts

<b>Instructional Materials &amp; Resources</b>	
<b>Core Instructional Materials</b> May include but not limited to:	<b>Supplemental Instructional Materials</b>



## Physical Education Kindergarten- 8th grade

- various equipment
- task cards
- technology
- literature

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

#### Summative Assessments:

2.2.2.MSC.6. With minimal teacher prompting, students will show the proper way to cheer for their teammates and the opposing team when playing in a game or viewing events.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment

#### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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## Physical Education Kindergarten- 8th grade

### Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

## Second Grade

**Locomotor/ Non-Locomotor**

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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). 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).	Students will be able to: -explain the importance of physical activity in relation to personal health -explore different activities that increase range of motion	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-being



## Physical Education Kindergarten- 8th grade

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment



## Physical Education Kindergarten- 8th grade

### Summative Assessments:

2.2.2.PF.1 In cooperative groups, students will discuss the mental and physical benefits of regular physical activity. They will share their findings and receive a rating of their understanding of the benefits.

2.2.2.LF.3 Additionally, students will be assessed on whether they completed an exploration activity connected to different exercise options that promote flexibility and breathing.

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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## Second Grade

**Manipulative Skills**

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**



## Physical Education Kindergarten- 8th grade

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>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.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-perform skills associated with manipulative movements</li> <li>-demonstrate manipulative movements with minimal teacher guidance</li> <li>-demonstrate different manipulative movements in response to time, directions, pathways, and ranges</li> <li>-self-correct manipulative movements based on peer and teacher feedback</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>

### Interdisciplinary Connections

May include but not limited to:  
 -ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials



## Physical Education Kindergarten- 8th grade

### Assessments

**Formative assessments:**

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

**Summative Assessments:**

2.2.2.MSC.3 The performance assessment has the students demonstrating different manipulation skills through different progressions in general and personal spaces within a variety of pathways, directions, levels, and speed.

2.2.2.MSC.5 The instructor will utilize a rubric to evaluate whether students can incorporate feedback into their skill movements.

**Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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## Physical Education Kindergarten- 8th grade

### Second Grade

<b>Body Management</b>	<b>Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.</b>
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New Jersey Student Learning Standards	Student Learning Objectives	Practices
2.2.2.MSC.8: Explain the difference between offense and defense. 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).	Students will be able to: -distinguish between offense and defense -participate in physical activities that promote developmentally-appropriate movements	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-being

<b>Interdisciplinary Connections</b>
May include but not limited to: -ILA, Science, Math, World Culture, World Language, Performing Arts

<b>Instructional Materials &amp; Resources</b>	
<b>Core Instructional Materials</b> May include but not limited to:	<b>Supplemental Instructional Materials</b>



## Physical Education Kindergarten- 8th grade

- various equipment
- task cards
- technology
- literature

### Assessments

**Formative assessments:**

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

**Summative Assessments:**

2.2.2.MSC.8: After students engage in invasion sports, they will be directly assessed on whether they can accurately identify their participation as offense or defense.

2.2.2.PF.3 The unit culminates with a performance assessment where students are evaluated on their participation in games and activities that involve moderate to vigorous exercise

**Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*



## Physical Education Kindergarten- 8th grade

[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## Second Grade

### Cooperative Skills and Strategies

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.	Students will be able: -demonstrate positive sportsmanship and safety measures without teacher guidance while directly involved in and viewing games, sports, and events -contribute to a safe and caring environment by showing positivity towards oneself and others during physical activities -identify team-building strategies and skills, i.e.	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-being



## Physical Education Kindergarten- 8th grade

communication, listening, conflict-resolution, differences in background, compromise, etc., that allows for group success.

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay



## Physical Education Kindergarten- 8th grade

- pair share
- exit interviews
- self assessment/peer assessment

### Summative Assessments:

2.2.2.MSC.6. Students will act out the proper way to participate in a game or viewing events.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

## Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

## Third Grade

### Fitness

In this unit, students will recognize how fitness improves physical health. Additionally, they will learn the terminology speed, agility, pace, stamina, and

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students**



## Physical Education Kindergarten- 8th grade

endurance and apply those terms to their fitness routine.  
Suggested activities include but are not limited to: Push Up Hockey, Ropes/Hoop, and Fitness Tic Tac Toe.

**work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
PF.1. Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. PF. 3. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance) L.F.2. Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.	Students will be able to: -demonstrate positive sportsmanship and safety measures without teacher guidance while directly involved in and viewing games, sports, and events -contribute to a safe and caring environment by showing positivity towards oneself and others during physical activities -identify team-building strategies and skills, i.e. communication, listening, conflict-resolution, differences in background, compromise, etc., that allows for group success.	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-being

### Interdisciplinary Connections

May include but not limited to:  
-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:  
-various equipment

#### Supplemental Instructional Materials



## Physical Education Kindergarten- 8th grade

- task cards
- technology
- literature

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

#### Summative Assessments:

- recognize how regular physical activities affects personal health
- partake in moderate to vigorous physical fitness activities designated by grade level to address each aspect of health-related fitness
- make progress with fitness in accordance with learning grade-level movement vocabulary terminology, e.g., stamina, pace, speed, endurance, agility, curl-ups

#### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)



## Physical Education Kindergarten- 8th grade

### Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## Third Grade

### **Cooperative Team Building**

In this unit, students will participate in cooperative team-building games that may repeat from grade levels but will vary based on the complexity level. For third graders, the emphasis is to understand the importance of appreciating their group mates. Furthermore, they will equate proper ways to work with a group to meet the goals for a specific activity. Respecting others also takes shape as students engage in the following suggested activities: Amoeba Blob, Parachute, and Add Em' Up.

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
MSC.6. Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. LF.3. Proactively engage in movement and physical activity for enjoyment individually or with others	Students will be able to: -engage in appropriate behaviors and proper protocol during physical activities, games, and other events through teacher-directed activities -engage in preferred movement and physical activities for enjoyment with others based on teacher suggestions	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-



## Physical Education Kindergarten- 8th grade

being

### Interdisciplinary Connections

May include but not limited to:  
-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:  
-direct instruction/teacher observation  
-group/partner work/discussion/assessment



## Physical Education Kindergarten- 8th grade

- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

### **Summative Assessments:**

May include but not limited to:

- teacher observation
- multiple response techniques
- written tests
- interview
- post skills test
- rubrics
- fitness logs

### **Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

## Accommodations & Modifications

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[Modifications & Accommodations Menu](#)



## Physical Education Kindergarten- 8th grade

### Third Grade

#### **Movement Skills and Concepts**

In this unit, students will demonstrate understanding of movement concepts and principles as they apply to the learning and performance of physical activities. Third-grade students will know and apply movement concepts and familiarize themselves with the movement concepts of rhythmic activities. With teacher prompting, they will demonstrate isolated movements where it is expected that they will keep their balance. Suggested activities for this unit include but are not limited to Bubble Soccer, Cookie Monsters, Coneheads, Dash for Cash, and Floss Tag

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>-MSC.1. Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>-MSC.2. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>-MSC.3. Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>-MSC.4. Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>-MSC.6. Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>-MSC.7. Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-demonstrate body management and control with teacher prompting</li> <li>-demonstrate movement sequences in response to various tempos, rhythms, and musical styles</li> <li>-demonstrate movement skills in an isolated setting</li> <li>-demonstrate balance, agility, and spatial awareness, i.e., move and change direction without losing one's balance, during movement and physical activity.</li> <li>-engage in appropriate behaviors and proper protocol during physical activities, games, and other events through teacher-directed activities</li> <li>-apply specific rules, strategies, and procedures for particular activities, games, and sports through teacher-directed activities</li> <li>-partake in moderate to vigorous physical fitness activities designated by grade level to address each aspect of health-related fitness</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>



## Physical Education Kindergarten- 8th grade

-PF.3. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).  
2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

### Interdisciplinary Connections

May include but not limited to:  
-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:



## Physical Education Kindergarten- 8th grade

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

### **Summative Assessments:**

May include but not limited to:

- teacher observation
- multiple response techniques
- written tests
- interview
- post skills test
- rubrics
- fitness logs

### **Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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## Accommodations & Modifications



## Physical Education Kindergarten- 8th grade

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

### Fourth Grade

<p><b>Fitness</b> In this unit, students will set a short-term fitness goal and explain how that goal improves personal health. Additionally, they will learn how to identify where to take their pulse as a consideration to improve cardiorespiratory health. Suggested activities include but are not limited to Aerobic Lines, Fitness Stations, Rhythm Sticks, and Fitness Bowling.</p>	<p><b>Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.</b></p>
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New Jersey Student Learning Standards	Student Learning Objectives	Practices
<ul style="list-style-type: none"> <li>-PF.2. Accept and respect others of all skill levels and abilities during participation</li> <li>-PF.3. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</li> <li>-PF.4. Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>-LF. 1. Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>-LF.2. Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-demonstrate respect and acceptance of others' skill levels and abilities during all activities</li> <li>-partake in moderate to vigorous physical fitness activities that address every aspect of health-related fitness</li> <li>-evaluate personal health to determine a short-term fitness goal</li> <li>-develop a short-term fitness goal</li> <li>-express the need to voluntarily participate in physical activities for emotional and physical enjoyment</li> <li>-make progress with fitness in accordance with learning grade-level movement vocabulary terminology, e.g., cardiovascular, cardiorespiratory, muscular strength, muscular endurance, intervals.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging in an active lifestyle</li> <li>Managing-self</li> <li>Setting goals</li> <li>Attending to personal health, emotional, social and physical well-being</li> </ul>



## Physical Education Kindergarten- 8th grade

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment



## Physical Education Kindergarten- 8th grade

### Summative Assessments:

May include but not limited to:

- teacher observation
- multiple response techniques
- written tests
- interview
- post skills test
- rubrics
- fitness logs

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
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[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

## Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## Fourth Grade

### Cooperative Team Building

-In this unit, students will participate in cooperative team building games that

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students**



## Physical Education Kindergarten- 8th grade

may repeat from grade levels but will vary based on the complexity level. For fourth graders, the emphasis is conflict-resolution with classmates handled by the students themselves. Many of the activities feature student collaboration where students understand teamwork and identify as a team. Within this unit, students learn trust and how to communicate team strategies with one another.

Suggested activities will include but are not limited to: Multiple Handshakes, Rock-Paper-Scissors activities, Rock-Paper-Scissors Risk Reward, Crossing the River (strategy), and Challenge Ladder, and Add On Tag.

**work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>-MSC.6. Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>-PF.2. Accept and respect others of all skill levels and abilities during participation</p> <p>-LF.3. Proactively engage in movement and physical activity for enjoyment individually or with others</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-engage in appropriate behaviors and proper protocol during physical activity, games, and other events through teacher reminders</li> <li>-demonstrate respect and acceptance of others' skill levels and abilities during all activities</li> <li>-engage in preferred movement and physical activities for enjoyment with others based on teacher and student collaboration</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources



## Physical Education Kindergarten- 8th grade

### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

### Supplemental Instructional Materials

## Assessments

### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

### Summative Assessments:

May include but not limited to:

- teacher observation
- multiple response techniques
- written tests
- interview
- post skills test
- rubrics
- fitness logs



## Physical Education Kindergarten- 8th grade

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

## Fourth Grade

### Movement Skills and Concepts

In this unit, students will demonstrate understanding of movement concepts, principles, and strategies, as they apply to the learning and performance of physical activities. Fourth-grade students will know and apply movement concepts and demonstrate control during rhythmic activities. With independence, they will demonstrate isolated movements and explain how the strategy they are using helps them perform. Suggested activities for this unit include but are not limited to Exercise Cards, Frisbees, Hula Hoop Challenges, Jump Noodle Tag, Pipeline and Spin Jammers.

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**



## Physical Education Kindergarten- 8th grade

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>-MSC.1. Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>-MSC.2. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>-MSC.3. Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>-MSC.6. Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>-MSC.7. Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment</p> <p>-PF.2. Accept and respect others of all skill levels and abilities during participation</p> <p>-PF.3. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-independently demonstrate body management and control</li> <li>-demonstrate and explain movement sequences in response to various tempos, rhythms, and musical styles</li> <li>-demonstrate and perform movement in isolated settings</li> <li>-engage in appropriate behaviors and proper protocol during physical activities, games, and other events through teacher reminders</li> <li>-apply specific rules, strategies, and procedures for particular activities, games, and sports through teacher reminders</li> <li>-demonstrate respect and acceptance of others' skill levels and abilities during all activities</li> <li>-partake in moderate to vigorous physical fitness activities designated by grade level to address each aspect of health-related fitness</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>

### Interdisciplinary Connections

May include but not limited to:  
 -ILA, Science, Math, World Culture, World Language, Performing Arts



## Physical Education Kindergarten- 8th grade

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

#### Summative Assessments:

May include but not limited to:

- teacher observation
- multiple response techniques
- written tests
- interview
- post skills test
- rubrics



## Physical Education Kindergarten- 8th grade

-fitness logs

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## Fifth Grade

### Fitness

In this unit, students will set a long-term fitness goal and explain how that goal improves personal health. Additionally, they will learn how to take their pulse as a consideration to improve cardiorespiratory health. Suggested activities include but are not limited to: Fitnessgram, Fitness Test, and HIIT Workout.

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

**New Jersey Student Learning Standards**

**Student Learning Objectives**

**Practices**



## Physical Education Kindergarten- 8th grade

<p>-PF.3. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>-PF. 4. Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>-LF.1. Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>-LF.4. Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-partake in moderate to vigorous physical fitness activities designated by grade level to address each aspect of health-related fitness</li> <li>-evaluate personal health to determine a long-term fitness goal</li> <li>-develop a long-term fitness goal</li> <li>-make progress with fitness in accordance with learning grade-level movement vocabulary terminology, e.g., static, dynamic, anaerobic, aerobic, F.I.T.T. principle, sets, reps.</li> <li>-define, demonstrate, and understand how to increase the range of motion in dynamic stretching and breathing exercises</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>
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### Interdisciplinary Connections

May include but not limited to:  
 -ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### **Core Instructional Materials**

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### **Supplemental Instructional Materials**



## Physical Education Kindergarten- 8th grade

### Assessments

**Formative assessments:**

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

**Summative Assessments:**

May include but not limited to:

- teacher observation
- multiple response techniques
- written tests
- interview
- post skills test
- rubrics
- fitness logs

**Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
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## Physical Education Kindergarten- 8th grade

### Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## Fifth Grade

### Cooperative Team Building

In this unit, students will participate in cooperative team-building games that may repeat from grade levels but will vary based on the complexity level. For fifth-graders, students value the concepts of leadership and sportsmanship and assume increased responsibility when executing gameplay and student-directed activities. That added responsibility requires students to recommend group activities based on interest. They must also recognize the skill of cooperation during competitive situations. An additional emphasis is to expand the students' knowledge about available community resources. As a result, they will be able to identify the locations in their community where they can participate in physical activities, sports, and wellness activities. Suggested activities will include but are not limited to: Look Down, Look Up, Rock-Paper-Scissors tag, Football, Group Juggle, and Red Rover.

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
-MSC.6. Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. -LF.3. Proactively engage in movement and physical activity for enjoyment individually or with others	Students will be able to: -engage in appropriate behaviors and proper protocol during physical activity, games, and other events through student-directed strategies -engage in preferred movement and physical activities for enjoyment with others based on student recommendations	Engaging in an active lifestyle Managing-self Setting goals Attending to personal health, emotional, social and physical well-



## Physical Education Kindergarten- 8th grade

<p>-Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>	<p>-identify the community resources that support participation in physical, sport, and wellness activities -indicate the physical, sports-related, and/or wellness activities provided by specific community resources</p>	<p>being</p>
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### Interdisciplinary Connections

May include but not limited to:  
 -ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

**Core Instructional Materials**

May include but not limited to:

- various equipment
- task cards
- technology
- literature

**Supplemental Instructional Materials**

### Assessments

**Formative assessments:**

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment



## Physical Education Kindergarten- 8th grade

- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

### **Summative Assessments:**

May include but not limited to:

- teacher observation
- multiple response techniques
- written tests
- interview
- post skills test
- rubrics
- fitness logs

### **Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

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[Modifications & Accommodations Menu](#)



## Physical Education Kindergarten- 8th grade

### Fifth Grade

#### **Movement Skills and Movement**

In this unit, students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Fifth-grade students will understand the relationship between skills and movement concepts. They are expected to apply feedback to improve their movement performance and explain how they combined strategy and guidance to improve their performance. Suggested activities for this unit include but are not limited to Beaches, Bridges, and Boats, Roll and Go, Whack It Racket, Fitness Math, Flip the Cone, Ice Fishing, and Over/Under/Around/And Through.

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>MSC.3. Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>-MSC.5. Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>-MSC.6. Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>-MSC.7. Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment</p> <p>-PF.3. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-demonstrate and perform movement in applied settings</li> <li>-correct movement skills in response to external feedback</li> <li>-correct movement skills in response to self-evaluation</li> <li>-analyze how a strategy improves movement performance</li> <li>-apply external feedback, self-evaluation, and analysis of one's movements to improve movement performance</li> <li>-engage in appropriate behaviors and proper protocol during physical activity, games, and other events through student-directed strategies</li> <li>-apply specific rules, strategies, and procedures for particular activities, games, and sports through student-directed strategies</li> <li>-partake in moderate to vigorous physical fitness activities designated by grade level to address each aspect of health-related fitness</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>



## Physical Education Kindergarten- 8th grade

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment



## Physical Education Kindergarten- 8th grade

### Summative Assessments:

May include but not limited to:

- teacher observation
- multiple response techniques
- written tests
- interview
- post skills test
- rubrics
- fitness logs

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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[Modifications & Accommodations Menu](#)

## Sixth Grade



## Physical Education Kindergarten- 8th grade

### Fitness

In this unit of study, students recognize the physical benefits of a long-term fitness routine. They begin to build a physical fitness vocabulary to utilize in their lives and with their families. From a performance standpoint, students execute the fundamentals of FITT training and technology to set and follow fitness-related goals. Benchmarks for fitness include the ability to explore cultural activities and expand their fitness interests through various activities, some of which involve technology to track progress.

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>*2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>*2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>    physical</p> <p>*2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>*2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>*2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>*2.2.8.LF.3: <b>Explore</b> by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>    Introduce physical cultural activities</p> <p>*2.2.8.LF.5: Engages in a variety of physical activities (e.g.,</p>	<ul style="list-style-type: none"> <li>● Students will be able to effectively manage emotions during physical activity in a safe manner to self and others.</li> <li>● Students will be able to summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li> <li>● Students will be able to recognize and involve others of all ability levels into a physical activity.</li> <li>● Students will be able to execute the primary principals of training (FITT) for the purpose of modifying personal levels of fitness .</li> <li>● Students will be able to use technology for the purpose of modifying personal levels of fitness.</li> <li>● Students will be able to develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</li> <li>● Students will be able to explore different cultures' physical fitness activities.</li> <li>● Students will be able to engage in a variety of physical activities using technology.</li> <li>● Students will be able to engage in a variety of</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>



## Physical Education Kindergarten- 8th grade

<p>aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>	<p>physical activities using cross-training.</p> <ul style="list-style-type: none"> <li>• Students will be able to engage in a variety of physical activities using lifetime activities.- demonstrate positive sportsmanship and safety measures without teacher guidance while directly involved in and viewing games, sports, and events</li> <li>• Students will be able to contribute to a safe and caring environment by showing positivity towards oneself and others during physical activities</li> <li>• Students will be able to identify team-building strategies and skills, i.e. communication, listening, conflict-resolution, differences in background, compromise, etc., that allows for group success.</li> </ul>	
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### Interdisciplinary Connections

May include but not limited to:  
-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

<p><b>Core Instructional Materials</b> May include but not limited to:</p> <ul style="list-style-type: none"> <li>-various equipment</li> <li>-task cards</li> <li>-technology</li> <li>-literature</li> </ul>	<p><b>Supplemental Instructional Materials</b></p>
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## Physical Education Kindergarten- 8th grade

### Assessments

#### **Formative assessments:**

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

#### **Summative Assessments:**

The instructor will use a participation rubric to assess positive emotions during cultural warm-ups, general preparation, full range of motion, emotional regulation during skills/activity, and attention to cool-down.

-The FITT assessment program involves a data-sheet gathered from the fitness assessment, i.e., FitnessGram, from which students observe growth. Accordingly, each student receives an evaluation where the instructor determines if students set, explain the benefits, and execute their fitness goals.

#### **Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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### Accommodations & Modifications



## Physical Education Kindergarten- 8th grade

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

### Sixth Grade

#### **Cooperative Team Building**

In this unit of study, students compose a dance routine and demonstrate coordinating movements in response to the rhythms. Before they participate in physical activities and games, students predict how established routines will impact the quality and flow of physical activities and gameplay. They are evaluated on their demonstration of offensive, defensive, and cooperative behaviors. At the same time, they also assessed on the ability to control emotions and the emergent ability to involve others during these activities and games from a teacher-controlled setting.

Suggested activities include but are not limited to: Acid river, add em' up, group juggle, circle hoops, amoeba blob, add on tag, rock paper scissor activities, noodle tag, multiple handshakes, dances, parachute, challenge ladder, across the River, Group Jungle, Turnstile, Island Hopping, Pipeline, Toxic Waste, Human Knot, The Line Up, Basketball Blitz, Cranbury Connection, Continuous Capture the Flag, 4 Corner Capture

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
*2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). *2.2.8.MSC.5: Predict the impact of rules, etiquette,	Students will be able to: -Create planned movement sequences individually based on tempo, beat, rhythm, music, and physical activity. -Create planned movement sequences with others based on tempo, beat, rhythm, music, and physical activity.	Engaging in an active lifestyle Managing-self Setting goals



## Physical Education Kindergarten- 8th grade

<p>procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>*2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>*2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>*2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p>	<ul style="list-style-type: none"> <li>-Demonstrate planned movement sequences individually based on tempo, beat, rhythm, music, and physical activity.</li> <li>-Demonstrate planned movement sequences with others based on tempo, beat, rhythm, music, and physical activity.</li> <li>-Predict the impact of rules on player's behaviors in small groups during physical activity and games.</li> <li>-Predict the impact of etiquette on player's behaviors in small groups during physical activity and games.</li> <li>-Predict the impact of procedures on player's behaviors in small groups during physical activity and games.</li> <li>-Predict the impact of sportsmanship on player's behaviors in small groups during physical activity and games.</li> <li>-Demonstrate offensive strategies in a variety of games and settings.</li> <li>-Demonstrate defensive strategies in a variety of games and settings.</li> <li>-Demonstrate cooperative strategies in a variety of games and settings.</li> <li>-Control emotions during physical activity in a safe manner to self and others</li> <li>-Begin to involve others of all ability levels into a physical activity with teacher prompting.</li> </ul>	<p>Attending to personal health, emotional, social and physical well-being</p>
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### Interdisciplinary Connections

May include but not limited to:  
 -ILA, Science, Math, World Culture, World Language, Performing Arts



## Physical Education Kindergarten- 8th grade

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

#### Summative Assessments:

The instructor uses a participation rubric to evaluate the level of sportsmanship exhibited by students during physical activities and gameplay.

-First, students create a dance to develop movements to express and communicate ideas and feelings. Also, they receive the opportunity to explore and develop the dance idea in progressive stages that allow them to practice, discuss, and refine their movements. The instructor will use a rubric to judge the creation and demonstration of the dance as well as group interactions and the ability to control and sequence locomotor movements.



## Physical Education Kindergarten- 8th grade

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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### Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

## Sixth Grade

### Movement Skills/Concepts

In this unit, students will begin to understand and demonstrate the connection between movement skills and application of those skills in organized activities. In addition, they will demonstrate control and planned sequences of movement within the physical activities. Students will begin to analyze and apply the concepts of offensive and defense in game play. While engaging in physical activity, students will appropriately manage their emotions. Additionally, in 6th grade students will demonstrate these sequences in rhythmic activities.

Suggested activities include but are not limited to: traditional sports (e.g. volleyball, basketball, floor hockey, soccer, football), rhythm sticks, bean bag

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**



## Physical Education Kindergarten- 8th grade

bowling, bucket blitz, tchoukball, and four square.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>*2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>*2.2.8. MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>*2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>*2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills (teacher)</p> <p>*2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>*2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>*2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>*2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Begin to learn how to explain and demonstrate previously learned skills and apply them to game/dance settings.</li> <li>-Begin to appropriately control movements in regard to force, flow, time, and space.</li> <li>-Create and demonstrate a routine individually and with others. (e.g. dance, fitness, rhythm, yoga)</li> <li>-Make improvements in motor skills based on teacher feedback.</li> <li>-Begin to understand and demonstrate the concepts of offense, defense, and cooperative strategies in sport and other activities.</li> <li>-Control their anger, frustration, and excitement in personal activities and/or game play with peers.</li> <li>-Begin to involve players of all skill levels and abilities with teacher prompting.</li> <li>-Introduced to and engaged in a variety of games and activities with the use of advances in technology and various activities with similarities.</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>

### Interdisciplinary Connections

May include but not limited to:  
-ILA, Science, Math, World Culture, World Language, Performing Arts



## Physical Education Kindergarten- 8th grade

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

#### Summative Assessments:

Participation Rubric

The instructor uses a rubric to assess the novice ability of sixth-grade students to involve others in physical activities at an appropriate comfort level. Furthering the evaluation, the instructor will decipher if students can observe others performing the skills and receive encouragement, feedback, and repeated opportunities for practice.



## Physical Education Kindergarten- 8th grade

### Performance Assessment

An assessment determines if sixth-grade students apply feedback to correct movement forms. The instructor judges dance routines that combine traveling, balancing, and weight transfer into smooth, flowing sequences. Concerning technology use, the expectation is for students to record and track their movements to increase performance.

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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## Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

## Seventh Grade

### Fitness

In this unit of study, students recognize the social, mental, physical, and emotional benefits of a long-term fitness routine. They expand their physical fitness vocabulary to utilize in their personal lives and with peers and families. From a performance standpoint, students utilize the FITT Principle to assess and improve personal fitness using health tracking systems. The students take

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**



## Physical Education Kindergarten- 8th grade

on leadership roles and are asked to explore and lead cultural activities for warm up purposes. Moreover, they augment their fitness exposure through investigations and experiences with fitness opportunities in their community.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>*2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>*2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. social, mental and emotional</p> <p>*2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>*2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>*2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>*2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>*2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. Students explore and lead</p> <p>*2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>*2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities)</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>- Understand and summarize the mental, social, and emotional benefits of physical activity and the importance it has on their lives.</li> <li>- Utilize the FITT Principle to assess and improve personal fitness using health tracking systems.</li> <li>- Understand movement and physical fitness vocabulary.</li> <li>- Engage in a variety of physical activities including lifetime, aerobic, endurance, and culturally specific activities.</li> <li>- Develop strategies to overcome barriers of being physically active in the community.</li> <li>-Control emotions during physical activity in a safe manner to self and others</li> <li>-Recognize and involve others of all ability levels into a physical activity with limited teacher prompting.</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>



## Physical Education Kindergarten- 8th grade

using technology and cross-training, and lifetime activities.  
\*2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

### Interdisciplinary Connections

May include but not limited to:  
-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment



## Physical Education Kindergarten- 8th grade

- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

### **Summative Assessments:**

The instructor will use a participation rubric to assess positive emotions during cultural warm-ups, general preparation, full range of motion, emotional regulation during skills/activity, the degree to which they involve others, and attention to cool-down.

-The FITT assessment program involves a data-sheet gathered from the fitness assessment, i.e., FitnessGram, from which students observe growth. As an extension to this assessment, students will formulate a plan to continue their fitness program within the community outside of school grounds. Accordingly, each student receives an evaluation where the instructor determines if students set, explain the benefits, and execute their fitness goals with their healthy zone achievement level.

### **Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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## Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



## Physical Education Kindergarten- 8th grade

### Seventh Grade

#### Cooperative Team Building

Suggested activities include but are not limited to: Add on tag, rock paper scissor activities, noodle tag, multiple handshakes, dances, parachute, challenge ladder, across the River, Group Jungle, Turnstile, Island Hopping, Pipeline, Toxic Waste, Human Knot, The Line Up, Basketball Blitz, Cranbury Connection, Continuous Capture the Flag, 4 Corner Capture

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>*2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>*2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>*2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>*2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Predict the impact of rules on players' behaviors in large groups during physical activities and games. .</li> <li>-Predict the impact of etiquette on players' behaviors in large groups during physical activities and games.</li> <li>-Predict the impact of procedures on players' behaviors in large groups during physical activities and games.</li> <li>-Predict the impact of sportsmanship on players' behaviors in large groups during physical activities and games.</li> <li>-Demonstrate offensive strategies in a variety of games and settings.</li> <li>-Demonstrate defensive strategies in a variety of games and settings.</li> <li>-Demonstrate cooperative strategies in a variety of games and settings.</li> <li>-Control emotions during physical activity in a safe manner to self and others</li> <li>-Recognize and involve others of all ability levels into a physical activity with limited teacher prompting.</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>



## Physical Education Kindergarten- 8th grade

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment



## Physical Education Kindergarten- 8th grade

### Summative Assessments:

The instructor uses a participation rubric to evaluate the level of sportsmanship and self-regulation exhibited through the behavior of students during and after physical activities and gameplay.

Before they participate in games, students predict how established routines and controlled and fair behaviors will impact the quality and flow of physical activities and gameplay. With this in mind, students are provided team-oriented tasks and must perform them with minimal cues from the instructor. They are evaluated on their demonstration of offensive, defensive, and cooperative behaviors. At the same time, they also assessed on the ability to control emotions and the ability to involve others during these activities and games with limited teacher prompting.

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

## Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

## Seventh Grade

### Movement Skills/Concepts

In this unit, students will understand and demonstrate with the teacher

Pacing: Skills and Standards will be introduced, developed,



## Physical Education Kindergarten- 8th grade

prompting the connection between movement skills and application of those skills in organized activities. Along with the activities, students will demonstrate control and planned sequences of movement. Students will further develop the ability to analyze and apply the concepts of offensive and defense in game play. While engaging in physical activity, students will appropriately manage and modulate their emotions.

Suggested activities include but are not limited to: traditional sports (e.g. volleyball, basketball, floor hockey, soccer, football), fitness drumming, kanjam, cornhole, ladderball, ultimate team handball, and foxtail.

**and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>*2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>*2.2.8. MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>*2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills (peer)</p> <p>*2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>*2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>*2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>*2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Explain and demonstrate previously learned skills and apply them to game/dance settings with teacher prompting.</li> <li>-Appropriately control movements in regard to force, flow, time, and space with teacher prompting.</li> <li>-Make improvements in motor skills based on peer feedback.</li> <li>-Demonstrate the concepts of offense, defense, and cooperative strategies in sport and other activities with teacher prompting.</li> <li>-Control their anger, frustration, and excitement in personal activities and/or game play with peers.</li> <li>-Involve players of all skill levels and abilities with teacher prompting.</li> <li>-Participation in a variety of games and activities using technology and various activities with similarities while making the connection between these for improvement and success.</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>



## Physical Education Kindergarten- 8th grade

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment



## Physical Education Kindergarten- 8th grade

### Summative Assessments:

#### Participation Rubric

The instructor uses a rubric to assess the evolving ability of seventh-grade students to involve others in physical activities at an appropriate comfort level. At this grade level, it is expected for students to accurately recognize the critical elements of physical activity made by a fellow student and provide feedback to that student.

#### Performance Assessment

An assessment determines if students offer feedback to others to correct their movement forms. An additional evaluative component is the demonstration of offensive and defensive movements using mostly mature form. Concerning technology, students will record and track their movements to self-assess and develop a fitness routine.

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

## Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

## Eighth Grade

Fitness

Pacing: Skills and Standards will be introduced, developed,



## Physical Education Kindergarten- 8th grade

In this unit of study, students will be creating, executing, and evaluating personal fitness plans based on personal health goals and data. Accordingly, they develop a vocabulary to utilize and reflect on their relationship with fitness in personal and interpersonal settings. As they prepare for the next stages of schooling, athletics, and a lifelong fitness regime, students will evaluate how their personal attributes relate to career options in physical activity and health professions.

**and applied throughout the entire school year as students work toward full competency.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>*2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>*2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>*2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>*2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels, and monitor health/fitness indicators before, during, and after the workout program</p> <p>*2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>*2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>*2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>- Utilize the FITT Principle and health data to assess, improve, and reflect on personal fitness using health tracking systems.</li> <li>- Understand movement and physical fitness vocabulary.</li> <li>- Engage in a variety of physical activities including lifetime, aerobic, endurance, and culturally specific activities.</li> <li>-Evaluate personal attributes related to career options in physical activity and health professions.</li> <li>-Control emotions during physical activity in a safe manner to self and others</li> <li>-Recognize and involve others of all ability levels into a physical activity with limited teacher prompting.</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>



## Physical Education Kindergarten- 8th grade

### Interdisciplinary Connections

May include but not limited to:

-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment



## Physical Education Kindergarten- 8th grade

### Summative Assessments:

The instructor will use a participation rubric to assess positive emotions during warm-ups, general preparation, full range of motion, emotional regulation and social interactions during skills/activity, the degree to which they involve others, and attention to cool-down.

-Students will be creating, executing, and evaluating personal fitness plans based on personal health goals to assess whether they used technology to modify their personal levels of fitness, implemented and assessed their fitness plan, and explored and productively engaged in cross-training and lifetime activities.

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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## Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

## Eighth Grade

### Cooperative Team Building

Suggested activities include but are not limited to: Noodle tag, multiple handshakes, dances, challenge ladder, across the River, Group Jungle, Turnstile, Island Hopping, Pipeline, Toxic Waste, Human Knot, The Line Up, Chain Tag, Crack the Code, Basketball Blitz, Cranbury Connection,, 4 Corner Capture

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**



## Physical Education Kindergarten- 8th grade

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>*2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>*2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>*2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>*2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Predict the impact of rules on players' behaviors in large groups during physical activities and games. .</li> <li>-Predict the impact of etiquette on players' behaviors in large groups during physical activities and games.</li> <li>-Predict the impact of procedures on players' behaviors in large groups during physical activities and games.</li> <li>-Predict the impact of sportsmanship on players' behaviors in large groups during physical activities and games.</li> <li>-Demonstrate offensive strategies in a variety of games and settings.</li> <li>-Demonstrate defensive strategies in a variety of games and settings.</li> <li>-Demonstrate cooperative strategies in a variety of games and settings.</li> <li>-Control emotions during physical activity in a safe manner to self and others</li> <li>-Recognize and involve others of all ability levels into a physical activity with limited teacher prompting.</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>

### Interdisciplinary Connections

May include but not limited to:  
-ILA, Science, Math, World Culture, World Language, Performing Arts

### Instructional Materials & Resources



## Physical Education Kindergarten- 8th grade

### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

### Supplemental Instructional Materials

## Assessments

### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

### Summative Assessments:

The instructor uses a participation rubric to evaluate the level of sportsmanship and self-regulation exhibited through inclusive behaviors before, during, and after physical activities and gameplay.

-Evaluations determine if eighth graders partake in games and challenges with mastered knowledge of offense and defense and whether they used their own strategies to work through conflict. Before and after athletic and team sessions, they use the Chromebooks to complete entrance slips and exit tickets to gather predictions and assess progress with sportsmanship and camaraderie as aspects of physical activity whereby students build and maintain healthy relationships.

Before they participate in physical activities and games, students predict how established routines and sportmanslike behaviors will impact the quality, flow, and competitive camaraderie of physical activities and gameplay. As a result, students are provided challenging team-oriented tasks and must perform them with minimal cues from the instructor. They are evaluated on their demonstration of offensive, defensive, and cooperative behaviors. At the same time, they also assessed on the ability to control emotions and the mindfulness to involve others during these activities and games with limited teacher prompting.



## Physical Education Kindergarten- 8th grade

### Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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[Modifications & Accommodations Menu](#)

## Eighth Grade

### Movement Skills/Concepts

In this unit, students will understand and demonstrate the connection between movement skills and application of those skills in organized activities. Congruent with the activities, students will demonstrate balanced, controlled, and planned sequences of movement. Students will analyze and apply the concepts of offensive and defense in game play. While engaging in physical activity students will use appropriate techniques to manage and modulate their emotions.

**Pacing: Skills and Standards will be introduced, developed, and applied throughout the entire school year as students work toward full competency.**



## Physical Education Kindergarten- 8th grade

Suggested activities include but are not limited to: traditional sports (e.g. volleyball, basketball, floor hockey, soccer, football), various dances, fitness routine, spikeball, team handball, and omnikin.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>*2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>*2.2.8. MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>*2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills (self)</p> <p>*2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>*2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>*2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>*2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Explain and demonstrate previously learned skills and apply them to game/dance settings.</li> <li>-Appropriately control movements in regard to force, flow, time, and space in specific settings.</li> <li>-Self analyze in order to make improvements in motor skills.</li> <li>-Demonstrate the concepts of offense, defense, and cooperative strategies in sport and other activities.</li> <li>-Control their anger, frustration, and excitement in personal activities and/or game play with peers.</li> <li>- Understand that involving players of all skill levels and abilities leads to success.</li> <li>-Participation in a variety of games and activities using technology and various activities with similarities while making the connection between these for improvement and success with an emphasis on lifetime activities</li> </ul>	<p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Attending to personal health, emotional, social and physical well-being</p>

### Interdisciplinary Connections

May include but not limited to:  
-ILA, Science, Math, World Culture, World Language, Performing Arts



## Physical Education Kindergarten- 8th grade

### Instructional Materials & Resources

#### Core Instructional Materials

May include but not limited to:

- various equipment
- task cards
- technology
- literature

#### Supplemental Instructional Materials

### Assessments

#### Formative assessments:

May include but not limited to:

- direct instruction/teacher observation
- group/partner work/discussion/assessment
- gameplay
- pair share
- exit interviews
- self assessment/peer assessment

#### Summative Assessments:

Participation Rubric

The instructor uses a rubric to assess the independent ability of eighth-grade students to involve others in physical activities at an appropriate comfort level. At this grade level, the expectation is for students to accurately recognize the critical elements of physical activity made by a fellow student, provide feedback to that student, and apply the feedback received.

Performance Assessment



## Physical Education Kindergarten- 8th grade

An assessment determines if students offer and externally demonstrate feedback to correct and enhance athletic movements. Congruent with sportsmanship, students receive checks on their demonstration of offensive and defensive movements using mature form. Concerning technology, students will record and track their movements to self-assess and modify a fitness routine.

### **Alternative Assessments:**

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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