Course Title: K-PE
Subject: Physical Education
Grade Level: Kindergarten
Duration: Year Long
Prerequisite: None
Elective or Required: Required

Department Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners’ ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self-development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today’s world.
Course Description:
This course will prepare students to be health-literate and physically educated, allowing them to understand movement concept principles and apply them as they practice, assess, and refine movement skills in a variety of physical activities including games, sports, fitness and lifetime recreational pursuits. Knowledge of movement concepts and practice of skills, enhance the likelihood of independent learning and participation in physical activity throughout life.

Health-literate and physically educated students know the components of health related fitness: cardio respiratory endurance, muscular strength/endurance, flexibility, and body composition. Considering these components, students are able to meet their personal fitness needs by monitoring and adapting physical activity levels. Health-literate and physically educated students recognize that lifetime fitness activities contribute to wellness.

Author: Katie Stapp
Date Submitted: Summer 2014
Course Name
“Ready, Get Set, Go!”

Topic/Unit:
Movement Skills

Approximate # Of Weeks: 12 Weeks

Essential Questions:
1) How can understanding movement concepts improve my performance?
2) How can I make movement more interesting, fun, and enjoyable?
3) How can understanding concepts of pathways, levels and directions help you become a better mover?
4) How can music and rhythm help you become a better mover?
5) How can I balance using different movement concepts?

Upon completion of this unit students will be able to:
- Students will be able to demonstrate clear contrasts between slow and fast speeds as they travel (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Students will be able to develop body, spatial, and temporal awareness (2.5.2.A.2)
- Students will be able to explore personal and general space (2.5.2.A.2)
- Students will be able to demonstrate the ability to stop and start in response to a signal (2.5.2.A.3, 2.5.2.A.4)
- Students will be able to demonstrate a variety of relationships with stationary objects while going under, over, behind, and through (2.5.2.A.1, 2.5.2.A.2)
- Students will be able to distinguish between straight, curved, and zigzag pathways while traveling in various directions (forward, backward, sideways) (2.5.2.A.2)
- Students will be able to travel in different pathways and directions. (2.5.2.A.2)
- Students will be able to demonstrate various locomotor movements without bumping into other students (2.5.2.A.1, 2.5.2.A.1)
- Students will be able to complete different locomotor movements in the gym and be able to change with a signal. (2.5.2.A.3, 2.5.2.A.4)
- Students will be able to explore personal space by varying body positions and levels. (2.5.2.A.2)
- Students will be able move from general space back to personal space (2.5.2.A.2)
- Students will be able to understand and develop rhythmic movement (2.5.2.A.3)
- Students will be able to dance freely on their own using different rhythms. (2.5.2.A.1, 2.5.2.A.3)
- Students will be able to use rhythmic movement and understand the concept of jump roping (2.5.2.A.2, 2.5.2.A.3)
- Students will be able to focus on jumping, and applying concepts or force and levels. (2.5.2.A.2)
- Students will be able to respond and correct the movement when hearing feedback. (2.5.2.A.4)
- Students will be able to develop an understanding that a “Sequence” is a “movement sentence” with a beginning, a middle part, and an ending. (2.5.2.A.3)
- Students will be able to perform a sequence of locomotor movements (e.g., walk, hop, jump, leap, slide skip, and gallop). (2.5.2.A.1, 2.5.2.A.2)
- Students will be able to demonstrate control in traveling on a variety of body parts. (2.5.2.A.2)
- Students will be able to demonstrate control in weight bearing on a variety of body parts. (2.5.2.A.2)
- Students will be able to demonstrate control during balance activities on a variety of body parts. (2.5.2.A.2)
- Students will be able to demonstrate momentary stillness in symmetrical & asymmetrical shapes on different body parts (e.g., right foot, left foot, both feet, right knee, left knee, both knees) (2.5.2.A.2)
- Students will be able to balance a bean bag on a variety of body parts (e.g., on knee, top of foot, etc.) (2.5.2.A.2)
- Students will be able to balance on one body part (e.g., one foot, one knee, student’s bottom, etc.) (2.5.2.A.2)
- Students will be able to balance on two body parts (e.g., two feet, one foot-one hand, two knees, etc.) (2.5.2.A.2)
- Students will be able to balance on three body parts (e.g., two feet-one hand, two hands-one foot, two knees-one hand, etc.) (2.5.2.A.2)
- Students will be able to balance on four body parts (two hands-two feet, two elbows-two knees, etc.) (2.5.2.A.2)
- Students will be able to walk in a forward and backward direction on a low balance beam. (2.5.2.A.2)
- Students will be able to walk in a forward direction on a low balance beam with a bean bag balanced on the student’s head. (2.5.2.A.2)
- Work cooperatively with a partner as they support their combined body weight on one, two, three, four or five body parts. (2.5.2.A.2, 2.5.2.A.1)
- Students will be able to travel forward on their stomachs, back or bottom while demonstrating control. (2.5.2.A.2)
Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:
- **Over/Under** - Half of the students will go on the ground and either lay on their stomachs or make a bridge, while the other half of the students will either jump over or crawl under.
- **4 Corners** - There will be 4 cones set up to make a big square in the gym. Each cone will have an activity for the students to do to the next cone.
- **Locomotor Relays** - Students will get into groups in 3 and one at a time will run to the mat across from them and run back. After a couple minutes the students will perform different locomotor movements (skipping, hopping, jumping, galloping, leaping, sliding)
- **Bean Bag Balance** - Students will balance bean bags on various body parts.
- **Obstacle Course** - The gym will be set up with different gym apparatuses, balance beams, and hula hoops. Students will have to go through the obstacle course and perform different activities.
- **Noodle Build** - Students will build different buildings at different levels with noodle pieces after they have a race to get them!
- **Everybody’s It** - Everyone in the gym is a tagger and they must dodge and stay away from the other students.
- **Never Ending Tag** - Students need to try to get past the other teams blue line without getting tagged.
- **“Tag games:” Fairy Godmother/Father Tag and Turtle Tag** - The students will chase, flee and dodge one another during the activity.
- **“Gymnastics Obstacle Course”** - The students will be given the chance to move in different directions, pathways and levels while performing gymnastic activities (e.g., forward roll, log roll, walking forward or backward on a low balance beam, etc.)
- **“Traveling to various rhythms”** - The students will react to changes in rhythm and tempo of a drum beat while walking, running, skipping, galloping, or sliding. The students will also hop in and out of hula hoops.
- **“The Chicken Dance”** - The students will have the chance to react to changes in tempo as they accelerate or decelerate their movements.
- **“Jump Rope for Heart”** - The students will practice jumping rope to the rhythm of music being played during Jump Rope for Heart.
- **“Traveling on scooters (through various pathways, varying directions and levels).”**
- **“Traveling on scooters with help from a partner (through various pathways, varying directions and levels).”**
• “Traveling on Roller Racers (through various pathways & varying directions).
• “Bunny bounce” - The students will listen to the “Bunny Hop” and work alone, in pairs or in small groups, while using simple jumping patterns.
• “Monster Dance” - The students will listen to the song “The Monster Mash” and will use their creativity to create their own ghoulish dance while using changes in levels, directions, pathways, and leading body parts (e.g., travel around the gym like a vampire bat at a high level, walking like a mummy in a straight pathway, etc.)
• “Simon Says” - The students will have the chance to identify body parts by responding to commands given to them by the teacher (Simon).
• “Looby Lou” - The students will join hands and form a large circle. They will first be taught the tunes and words to the song and then the actions will be added. The students will respond to the actions (e.g., “I put my right hand in, I put my right hand out, I give my hand a shake, shake, shake; and turn myself about.

Enrichment Activities:

• Timing the students in their relay races
• How long can you balance a bean bag on your head, hand, arm, or foot?
• Timing the students skipping, hopping, jumping, galloping, and leaping.
• How long does it take you to get through the obstacle course?
• How many times can you jump rope in 30 seconds?
• How long does it take you to get through the obstacle course?
• How many times can you make a dance and teach it to a friend?
• How many body parts can you make a dance and teach it to a friend?
• How many body parts can you balance on?

Methods of Assessments/Evaluation:

• Peer Assessment
  o Students will assess each other and help a friend to see if he/she is doing it correctly.
• Self-Assessment
  o Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
• Teacher Assessment
  o I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
• Pre-Assessment for SGO/Post Assessment for SGO

Resources/Including Online Resources

• Teacher Webpage
• PeCentral.com
• PeUniverse.com
Course Name
“Let’s Get the Ball Rolling!”

Topic/Unit:
Motor Skills

Approximate # Of Weeks: 12 Weeks

Essential Questions:
1) Why is the development of motor skills necessary?
2) What factors affect game playing?
3) How can we improve our coordination?
4) Why are skills and game knowledge important to participate in physical activities/sports?

Upon completion of this unit students will be able to:
The students will be able to:

- Demonstrate the difference between an overhand and underhand throw (2.5.2.A.1)
- Demonstrate the ability to self-toss and catch an object before it bounces (2.5.2.A.1)
- Demonstrate the ability to kick a stationary ball with correct technique using a moving approach (2.5.2.A.1)
- Demonstrate the ability to walk and dribble a ball forward using the inside of either foot (2.5.2.A.1)
- Demonstrate the ability to use two hands to bounce and catch a selected ball (2.5.2.A.1)
- Demonstrate the ability to strike a lightweight object using a paddle (2.5.2.A.1)
- Demonstrate the ability to strike a lightweight object using a body part (2.5.2.A.1)
- Distinguish between kicking with the inside and outside of their foot (2.5.2.A.1)
- Demonstrates the ability to strike a ball off a tee or cone (2.5.2.A.1)
- Demonstrate the ability to strike an object on the ground with a long handled instrument. (2.5.2.A.1)
- Demonstrate the ability to run up to a ball and kick it. (2.5.2.A.1)
- Demonstrate the ability to slide a bean bag across the gym floor (2.5.2.A.1)
- Perform the basic manipulative skills of catching, throwing, kicking, striking and propelling (2.5.2.A.1)
- Execute a series of motor skill directions as given by the teacher (2.5.2.A.1, 2.5.2.A.4)
- Execute a variety of manipulative skills while maintaining good balance and follow-through (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates the ability to roll a ball across the gym floor. (2.5.2.A.1)
- Participate in games that involve throwing, rolling, and sliding (2.5.2.A.1, 2.5.2.B.1)
- Participate in self-toss and catch activities (2.5.2.A.1)
- Explore kicking using strong and light effort (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Demonstrate throwing an object in various speeds. (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Demonstrate the correct way to hold a Frisbee. (2.5.2.A.1)
- Demonstrate how to stay in their own person space kicking a ball, dribbling a ball, or having a catch. (2.5.2.A.1)

**Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)**

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Activities:**

- **Bean Bag Toe Tag** - Students will split up into two teams, one on each side of the gym. The students will slide the bean bag from one end of the gym to the other and try to hit someone’s feet from the other side.
- **Tennis Scramble** - Students will form two teams. Each team will send two members from their team’s side behind the other teams blue line. There teammates will try to roll the tennis balls past the one team to try to get the ball to their teammates past the blue line.
- **Partner Pass** - Students will get into groups of 3 and see how many times they can pass the ball to each other in a row.
- **Over Under Kickball** - Students will be broken up into two teams. When the batter is up they will kick the ball stationary and run around all the bases. While the student is running the fielding team will line up and hand the ball off to each other over their heads and under their heads.
- **Continuous Kickball** - Students will be broken up into two teams. Each team will get a chance to kick. When you are up the ball will be rolled by the teacher and the student must run around all of the bases. The teacher will continuously roll the ball to the batting team. The fielding team will collect the balls and put them into the crate next to the pitcher. The pitcher will stop pitching once all of the balls are gone from the crate.
- **Clown Ball**: Students will be broken up into two teams. Each team will have 4 people and guarding their team's cones with tennis balls on them. The other team is going to try to knock down the other team's tennis balls.
- **Bowling Pin Defender**: There will be two teams in this game. Each team is going to set up 5 bowling pins on their side of the gym. When they hear the signal, the students will roll, throw, or kick to knock down the other team's bowling pins.
- **Kicking Trap**: The students will be broken up into two teams. Each team is going to try and kick the ball and hit someone's feet from the other team. If your feet get hit, then you have to go to the side. To get back into the game, someone from your team needs to trap the ball correctly.
- **Soccer Pass**: Students will get into groups of 3 and practice passing back and forth.
- **Snowball Fight**: Students will set up 5 mats. The students will get into groups and stand behind a mat. In front of the mat, there will be 2 bowling pins set up. As a team, you are trying to knock down the other team's bowling pins.
- **Battleship**: There will be 5 mats lying down around the gym. Each team will have 3 bowling pins set up around their team's mat. While protecting their pins, they are going to try and knock down the other team's bowling pins.
- **Snow throw**: Students will try and throw a fuzzy ball at other students' legs.
- **1 Base Baseball**: Students will get into groups on 3. One person will be next to the cone with a long-handled implement, one will be on the polspot about 5 feet away from the cone, and one will be in the outfield. The student next to the cone will hit the ball and run back and forth between the cone and polspot while the outfielder is getting the ball and bringing it to the person on the polspot.
- **Polyspot Knockdown**: Polyspots and bowling pins will be set up all around the gym. Students will be broken up into 6 different groups. When I say go, a student will run to a polspot and roll, kick, or throw a ball and try to knock down a bowling pin. If a bowling pin is knocked down, the student will pick up the polspot and bowling pin and take the polspot back to their team's cone.
- **Scoop Catch**: The students will have a catch with their scoop and practice throwing and catching. The students will also practice rolling.
- **Ice Scream Scoops**: Students will practice different ways to self-catch with their scoop and ball.
- **Basketball Practice**: Students will practice dribbling a ball in their own personal space.

**Enrichment Activities:**

- How long can you dribble a basketball for?
- Timing the students to dribble a soccer ball to the wall and back.
- Can you dribble a basketball to the wall without stopping or picking up your dribble?
- How many times can you throw the ball up to yourself and catch it without dropping it?
- Can you throw a ball from one side of the gym to a friend that's in the middle of the gym?

**Methods of Assessments/Evaluation:**
- Peer Assessment  
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- Self-Assessment  
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- Teacher Assessment  
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
- Pre-Assessment for SGO/Post Assessment for SGO

**Resources/Including Online Resources**
- Teacher Webpage
- PeCentral.com
- PeUniverse.com
Course Name
“There’s No ‘I’ in Team!”

Topic/Unit:
Cooperative Games

Approximate # Of Weeks: 6 Weeks

Essential Questions:
1) What does teamwork mean to you?
2) How can I rely on someone else?
3) What does sportsmanship and teamwork have to do with cooperative games?
4) Why is teamwork important?

Upon completion of this unit students will be able to:
1) Understand the importance of teamwork in a gym setting (2.5.2.B.3, 2.5.2.B.4, 2.5.4.C.1)
2) Be prepared and ready to explore the gym with their team (2.5.2.B.3, 2.5.2.C.2)
3) Come up with a strategy and a plan (2.5.2.B.1, 2.5.2.B.4, 2.5.2.C.2)
4) Develop and improve cooperation and teamwork skills (2.5.2.B.1, 2.5.2.C.1)
5) Understand what consequences in cooperative games comes from with their choices (2.5.2.B.1, 2.5.2.B.3, 2.5.2.C.1, 2.5.2.C.2)
6) Promote fitness development through cooperative games (2.6.2.A.1, 2.5.2.B.1)
7) Understand what it means to include others into their group (2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.1)
8) Understand how to work together to solve a problem (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4)
9) Build team skills (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4)
10) Demonstrate safety and cooperative skills using group challenges (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.2)
11) Work cooperatively with a partner (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4)
12) Move safely in space with each other (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.2)
13) Explain why good sportsmanship is important (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.2)
14) Demonstrate positive behaviors during participation (2.5.2.B.3)
15) Apply problem solving concepts (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.2)
16) Identify and apply various techniques involved with conflict resolution (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.2)
17) Act like a leader (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.2)
18) Identify factors that lead to group success and help solve problems (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4, 2.5.2.C.2)
19) Understand the difference between offense and defense (2.5.2.B.2, 2.5.2.B.3)
Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- **Standard 9.1 21st-Century Life & Career Skills**
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**Activities:**

- **Clean your Backyard** - Students are evenly distributed on both sides of a net (two backyards). The instructor also evenly disperses numerous types of soft balls on both sides of the net. On the signal, students attempt to get as many balls to the other side of the net as quickly as possible. The instructor may put any type of restriction on how students can get the balls over the net (i.e. only underhand throws, between the leg hikes, etc.). At the end of the time, an instructor may or may not count the amount of balls on each side if a winner must be determined. Make sure students obey the type of throw to clean their backyard (toss extra balls on the side of a student who is not obeying!).

- **Mat Switch** - The class is broken up into 2 teams and I will give each team 2 mats. The students have to work together to try and get from one side of the gym to the other without touching the ground. Whichever team gets there team to cross the finish line first gets a point.

- **Jewels in the Crown** - Four hoops are set up in the four corners of the activity area. At each hoop there are 3-4 children, and inside each hoop there is the same number of yarn balls as there are children at that hoop. On a signal from the teacher, all the children begin to travel to other hoops and pick up yarn balls (make sure these yarn balls travel one at a time) and place them in their hoop. At the end of the time, the instructor may or may not choose to count how many jewels were in the various hoops. No guarding of hoops is allowed and there must be constant movement or the teacher may choose to remove jewels from a lazy student's hoop.

- **Cooperative Relay!** - Each Relay team will have 6 hula hoops. Each student will stand in a hula hoop and then there will be an extra hoop for balls. The object of the game is for students to pass the ball to their partners from hula hoop to hula hoop. Once it gets to the last person that person must try to throw the ball into a basket. If they make it great, if they don't then the student must get the ball and go to the front of the relay race. Everyone moves up one hoop closer to the basket. If they did make the basket they still go back to the beginning. First team to get all their balls in the basket wins!

- **Snowball Fight** - Students will set up 5 mats. The students will get into groups and stand behind a mat. In front of the mat there will be 2 bowling pins set up. As a team you are trying to knock down the other teams bowling pins.

- **Battleship** - There will be 5 mats lying down around the gym. Each team will have 3 bowling pins set up around their teams mat. While protecting their pins they are going to try and knock down the other teams bowling pins.
- **Tennis Scramble** - Students will form two teams. Each team will send two members from their team’s side behind the other team’s blue line. There teammates will try to roll the tennis balls past the one team to try to get the ball to their teammates past the blue line.
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- **Clown Ball** - Students will be broken up into two teams. Each team will have 4 people and guarding there teams cones with tennis balls on them. The other team is going to try to knock down the other teams tennis balls.
- **Bowling Pin Defender** - There will be two teams in this game. Each team is going to set up 5 bowling pins on their side of the gym. When they hear the signal the students will roll, throw, or kick to knock down the other teams bowling pins.
- **Kicking Trap** - The students will be broken up into two teams. Each team is going to try and kick the ball and hit someone’s feet from the other team. If your feet get hit then you have to go to the side. To get back into the game someone from your team needs to trap the ball correctly.
- **Never Ending Tag** - Students need to try to get past the other teams blue line without getting tagged.

**Enrichment Activities:**

- Can you come up with a plan and stick to it throughout the class?
- Can you get across the gym floor with 2 mats in 4 minutes?
- Can you make up a different plan for every round?

**Methods of Assessments/Evaluation:**

- **Peer Assessment**
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- **Self-Assessment**
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- **Teacher Assessment**
o I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
- Pre- Assessment for SGO/Post Assessment for SGO

Resources/Including Online Resources
- Teacher Webpage
- PeCentral.com
- PeUniverse.com
Course Name
“Let’s Get Fit!”

Topic/Unit:
Fitness

Approximate # Of Weeks: 6 Weeks

Essential Questions:
1) What does your body do when you exercise?
2) How does exercise help your body?
3) How can I make fitness enjoyable?

Upon completion of this unit students will be able to:

1) Understand the benefits of regular physical activity (2.6.2.A.1, 2.6.2.A.2)
2) Demonstrate and enhance personal fitness (2.6.2.A.1, 2.6.2.A.2)
3) Demonstrate cardiovascular endurance (2.6.2.A.1, 2.6.2.A.2)
4) Participate in 20 minutes of movement and or games without undue cardiovascular fatigue (2.6.2.A.3)
5) Demonstrate muscular strength/endurance (2.6.2.A.1, 2.6.2.A.2)
6) Explore climbing and swinging activities on playground equipment (2.6.2.A.3)
7) Participate in activities such as seal walks, donkey kicks, and different animal behaviors (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
8) Demonstrate flexibility (2.6.2.A.1, 2.6.2.A.2)
9) Stretch specific muscle groups (2.6.2.A.1, 2.6.2.A.2)
10) Participate in movement songs (2.6.2.A.1, 2.6.2.A.2)
11) Perform a sequence of shapes that represent stretching, bending, and twisting (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
12) Perform activities such as log rolls, front rolls, and other types of rolls (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
13) Demonstrate exercises that increase cardiovascular endurance, muscular strength endurance and flexibility (2.6.2.A.1, 2.6.2.A.2)
14) Participating in physical activity develops and maintains a healthy, active lifestyle (2.6.2.A.1, 2.6.2.A.2)
15) Engage in sustained moderate physical activity that develops all components in physical activity. (2.6.2.A.1, 2.6.2.A.2)
16) Identify physiological signs of moderate physical activity including sweating, increased heart rate, and heavy breathing (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
17) Set a goal in the beginning, middle, and end of the year (2.6.2.A.3)
Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

- **Obstacle Course** - The students will run around the gym jumping over jump ropes, jumping through hula hoops, walking on balance beams, and rolling down the mat.
- Students will participate in exploring and understanding how to roll down a mat doing either forward rolls or log rolls
- Students will participate in a multitude of tag games that has them moving around the gym at a moderate to fast pace.
- **Over/Under** - Half of the students will go on the ground and either lay on their stomachs or make a bridge, while the other half of the students will either jump over or crawl under.
- **4 Corners** - There will be 4 cones set up to make a big square in the gym. Each cone will have an activity for the students to do to the next cone.
- **Locomotor Relays** - Students will get into groups in 3 and one at a time will run to the mat across from them and run back. After a couple minutes the students will perform different locomotor movements (skipping, hopping, jumping, galloping, leaping, sliding)
- **Everybody’s It** - Everyone in the gym is a tagger and they must dodge and stay away from the other students.
- **Never Ending Tag** - Students need to try to get past the other teams blue line without getting tagged.
- **“Tag games:” Fairy Godmother/Father Tag and Turtle Tag** - The students will chase, flee and dodge one another during the activity.
- **“Gymnastics Obstacle Course”** - The students will be given the chance to move in different directions, pathways and levels while performing gymnastic activities (e.g., forward roll, log roll, walking forward or backward on a low balance beam, etc.)
- **“Traveling to various rhythms”** - The students will react to changes in rhythm and tempo of a drum beat while walking, running, skipping, galloping, or sliding. The students will also hop in and out of hula hoops.
- **“The Chicken Dance”** - The students will have the chance to react to changes in tempo as they accelerate or decelerate their movements.
- **ABC Push-Up’s** - Student will lay in a plan position and recite the ABC’s by lifting one arm and hitting their chest and then lifting their other arm
- **Recess** - Students will understand and explore the various climbing equipment
- **Tennis Scramble** - Students will form two teams. Each team will send two members from their team’s side behind the other teams blue line. There teammates will try to roll the tennis balls past the one team to try to get the ball to their teammates past the blue line
**Enrichment Activities:**
- How many sit ups could you do with a partner?
- Can you run across the gym and back in 15 seconds?
- Can you stay in the plank position for 30 seconds without falling?
- Can you go through the obstacle course without knocking any of the equipment down?

**Methods of Assessments/Evaluation:**
- Peer Assessment
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- Self-Assessment
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- Teacher Assessment
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
- Pre-Assessment for SGO/Post Assessment for SGO

**Resources/Including Online Resources**
- Teacher Webpage
- PeCentral.com
- PeUniverse.com