

# Englewood Public School District

## Physical Education

### Grade 1

#### Unit 4: Using Scooters and Fitness Test

**Overview:** Students will develop gross motor skills and improve balance and coordination. As students are exposed to scooters, they will be applying other motor skills previously practiced. Students' fitness will be tested through developmentally appropriate activities and tracked. Progress will be emphasized as students continue learn and practice new physical fitness activities.

**Time Frame:**

Using Scooters – One marking period

Fitness Test – Throughout the year

**Enduring Understandings:**

- *Being able to change pathways on a vehicle is essential in physical growth.*
- *Controlling one's self on a vehicle promotes coordination versatility.*
- *Students will be able to use other previous learned skills while riding a scooter.*
- *It is important to track student progression at such a young age.*
- *Fitness testing data must be tracked in the beginning of the year and at the end of the year.*

**Essential Questions:**

- *Can students change pathways on moving vehicles?*
- *How much have students progressed physically throughout the year?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><u>Comprehensive Health and Physical Education</u></b>  <b>2.5.2.A.1</b> <b>Explain and perform movement skills with developmentally appropriate</b>	<b>Topics</b>		<b>Equipment:</b>	<b>Formative Assessments:</b>
	Scooters  <div style="text-align: center;"><b>Objectives</b></div> <ul style="list-style-type: none"> <li>Students will learn the different ways to ride a</li> </ul>	Students will solve math word problems adding 3 whole numbers and will move themselves on their scooter to the answer station. <b>(1.OA.A.2)</b>	<ul style="list-style-type: none"> <li>Scooters</li> <li>Cones</li> <li>Soft Balls</li> <li>Baskets</li> </ul> <b>Chart:</b>	<ul style="list-style-type: none"> <li>Observation of student participation, effort, and collaboration</li> <li>Question and answer group discussion</li> </ul> <b>Benchmark Assessment:</b>

**control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).**

**2.5.2.A.2  
Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.**

**2.5.2.A.4  
Correct movement errors in response to feedback.**

<p>scooter (Knees, Stomach, Sitting)</p> <ul style="list-style-type: none"> <li>Students will use previously learned skills while riding scooters</li> <li>Students will be able to control themselves accurately while riding</li> <li>Scooters will work together by connecting scooters</li> <li>Students will remember and understand the safety rules of scooters</li> </ul>	<p>Scooter Scramble, PE Central</p> <p>Scooter Mania, PE Central</p> <p>Scooters, PE Lesson Plans:</p> <ul style="list-style-type: none"> <li>Exploration</li> <li>Stomach</li> <li>Knees</li> <li>Tootsie Roll</li> <li>Shapes</li> <li>Scooter Tag</li> <li>Bean Bag Tag</li> </ul> <p>Scooters, Great Activities – PE Matters!</p> <ul style="list-style-type: none"> <li>Shark Island</li> <li>Dr. Seuss</li> <li>Scooter Kinball Pinball</li> <li>Dory’s Rescue</li> </ul> <p>More Cooperative and Fitness Activities with Scooters, Mark Sterling, Share the Wealth</p> <ul style="list-style-type: none"> <li>Traffic Jam</li> <li>Chariot</li> <li>Crab Walk</li> <li>Clothespin Hustle</li> <li>Four Corners</li> <li>Spider</li> <li>Snake</li> <li>Scoot Back</li> <li>Amoeba</li> <li>Caterpillar</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education Vocabulary Wall</li> </ul> <p>Scooter Scramble, PE Central</p> <p><a href="http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=8755#.Wg8XW1VryX0">http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=8755#.Wg8XW1VryX0</a></p> <p>Scooter Mania, PE Central, <a href="http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=299#.Wg8XjVVryX0">http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=299#.Wg8XjVVryX0</a></p> <p>Scooters, PE Lesson Plans, <a href="http://pelessonplan.com/2012/02/23/scooters/">http://pelessonplan.com/2012/02/23/scooters/</a></p> <p>Scooters, Great Activities – PE Matters! <a href="https://greatactivitiesonline.com/tag/scooters/">https://greatactivitiesonline.com/tag/scooters/</a></p> <p>More Cooperative and Fitness Activities with Scooters, Mark Sterling, Share the Wealth, <a href="http://www.humankinetics.com/acu/custom/sitename/Documents/DocumentItem/4899.pdf">www.humankinetics.com/acu/custom/sitename/Documents/DocumentItem/4899.pdf</a></p>	<p>Common Formative Assessment</p> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Students must pass the scooter license test</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Peer feedback</li> <li>Self-Reflection</li> </ul>
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- Centipede

Students will work as a team to “recycle” plastic bottles and other items, using scooters to get from one place to another. Students will discuss as a class how pollution impacts our environment and how recycling can help.  
**(6.1.4.B.5)**

## Comprehensive Health and Physical Education

### 2.5.2.A.1

**Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).**

### 2.6.2.A.1

**Explain the role of regular physical activity in relation to personal health.**

### 2.6.2.A.2

**Explain what it means to be physically fit and engage in moderate to**

Topics	Objectives	Equipment:	Formative Assessments:
Fitness Testing	<ul style="list-style-type: none"> <li>• Students will be able to complete the exact same skill in the beginning of the year as the end</li> <li>• Students will be tested on sprinting speed, throwing distance, long distance speed, and muscular endurance (push up test)</li> <li>• Students will be able to see if they progressed or digressed throughout the year.</li> </ul>	<p>Students will read an article about why fitness is important in school. Students will meet with peers to discuss the main idea of the article. <b>(NJSL RI 1.2)</b></p> <p>First Grade Fitness Lesson Plan, Lesson Corner</p> <p>K to Grade 2 Fitness, Kids Health in the Classroom:</p> <ul style="list-style-type: none"> <li>• Which Way Do I Go?</li> <li>• Fitness Scrapbook</li> </ul> <p>Elbow Tag, Education.com</p> <p>Fitness for Life, Lesson Plan 1.1, Fitness for Life</p> <ul style="list-style-type: none"> <li>• Move and Freeze</li> <li>• Physical Activity Pyramid for Kids Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Data sheets of different fitness test</li> <li>• Graph of total student achievement</li> </ul> <p><b>Summative Assessments:</b> Activity Checkup, American Heart Association, <a href="http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp#.Wg8Ct1VryX0">http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp#.Wg8Ct1VryX0</a></p> <p><b>Charts:</b></p> <ul style="list-style-type: none"> <li>• Physical Education Vocabulary Chart</li> </ul> <p><b>Student Text:</b> Fitness in Schools <a href="https://newsela.com/read/text/as-pe-program/id/24620/">https://newsela.com/read/text/as-pe-program/id/24620/</a></p> <p>First Grade Fitness Lesson Plan, Lesson Corner, <a href="http://archives.lessoncorner.com/a64982fa50483cdda.pdf">http://archives.lessoncorner.com/a64982fa50483cdda.pdf</a>.</p> <p>K to Grade 2 Fitness, Kids Health in the Classroom, <a href="http://classroom.kidshealth.org">http://classroom.kidshealth.org</a></p>
			<p><b>Fitness Testing:</b> <a href="http://www.cooperinstitute.org/fitnessgram">www.cooperinstitute.org/fitnessgram</a></p> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Peer feedback</li> <li>• Self-Reflection</li> </ul>

vigorous age-appropriate activities that promote fitness.

### 2.6.2.A.3

Develop a fitness goal and monitor progress towards achievement of the goal.

- Video Routine Variations [g/prekto2/personal/fitness/fitness.pdf](https://prekto2/personal/fitness/fitness.pdf).
  - Fruits and Veggies Tag Elbow Tag, Education.com, <https://www.education.com/activity/article/elbow-tag/>
- Promoting Physical Fitness, Grades K-5, NEA:
- Balance Station
  - Scooter Scramble
  - Survivor Island Field Day
- Run for Fun! Bright Hub Education, <http://www.brighthubeducation.com/elementary-school-activities/64899-running-games-lesson-plan-for-gym-class/>
- Why is Exercise Good for your Heart? American Heart Association
- Why is Exercise Good for your Heart? American Heart Association, [http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans\\_UCM\\_001258\\_Article.jsp#.Wg8Ct1VryX0](http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp#.Wg8Ct1VryX0)
- Students will track their progress from the beginning of the year by making a chart with the data.
- (1.MD.C.4)**

### Key Vocabulary:

- **Scooter** – a vehicle typically ridden as a recreation, consisting of a footboard mounted on two wheels and a long steering handle, propelled by resting one foot on the footboard and pushing the other against the ground
- **Positions** – a place where part of a team is posted for strategic purposes.
- **Fitness Test** – a series of measurements that help determine the health status and physical fitness of an individual

### Integration of 21st Century Standards NJSLs 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Check for understanding of directions</li> <li>• Speak and display terminology and movement</li> <li>• Use posters with action/movement words in all languages</li> <li>• Lower level text</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball).</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Change movement requirements to reduce activity time</li> <li>• Repeat directions</li> <li>• Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will design a workout plan after completing research</li> <li>• Inquiry-based instruction</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>

### Interdisciplinary Connections:

#### ELA - NJSLS/ELA:

NJSLS RI 1.2 Identify the main topic and retell key details of a text.

NJSLS SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

**Social Studies:**

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

**Math:**

1.MD.C.4 Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**Integration of Technology Standards NJSL 8:**

8.2.2.E.1: List and demonstrate the steps to an everyday task.

**Career Ready Practices:**

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP12.** Work productively in teams while using cultural global competence.