

Englewood Public School District

Physical Education

Grade 1

Unit 1: Movement Skills and Fitness Testing

Overview: Students will learn specific movement skills that will help them improve their coordination and balance. As they engage in cooperative games, students will increase their physical fitness. Their fitness will be assessed and tracked and emphasis will be placed on developing an understanding of lifetime health and wellness.

Time Frame:

Movement Skills – One marking period

Fitness Testing – Throughout the year

Enduring Understandings:

- *A variety of movement skills are essential to physical growth and development.*
- *By learning different movement skills, children will develop coordination and understand different body movements.*
- *Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.*
- *Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.*
- *It is important to track student progression at such a young age.*
- *Fitness testing data helps us to see how students progress.*

Essential Questions:

- *Can you name the different movement skills? When do we use them?*
- *How can movement skills aid in the development of a healthy lifestyle?*
- *How can understanding movement concepts improve my performance?*
- *How much have students progressed physically throughout the year?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 2.5.2.A.1 Explain and perform movement skills with	Topics	Directions/Traveling in Space, Kristy Grossman, Hot Chalk	Equipment: <ul style="list-style-type: none"> • Cones • Soft balls • Hula-hoops 	Formative Assessments: <ul style="list-style-type: none"> • Observation • Question and answer group discussion
	Objectives	Passing/Ball Skills, Aliese, Hot Chalk	Charts:	

developmentally appropriate 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.**

- Understand which movement skill is which
- Travel different pathways using different movement skills
- Differentiate why the movement skills are different
- Apply the learned movement skills in game play setting

Fitness Tag, Kelly Kasper, Hot Chalk

Space Awareness, Chris Robey, Hot Chalk

1st Grade P.E. Lesson Plans, Teacher.org

- And Freeze!
- Animal Laps
- Bear Hunt Obstacle Course
- Boom Over Movement Game
- Butterfly Stretches
- Coordination Course
- Music Movement
- On Top of Spaghetti
- Plate Aerobics
- Race to the Answer
- Simeon Says
- Ski to the Finish Line
- What Time is FOX?

Brainstorm different games played in different countries and cultures.

Try a game that you decide on as a class from another culture and talk about how it is the same or different than one that they play.

(6.1.4.D.13)

- Physical Education Vocabulary wall

Directions/Traveling in Space, Kristy Grossman, Hot Chalk,
<http://lessonplanspage.com/pe/directionstravelinginspacep1-hm/>

Passing/Ball Skills, Aliese, Hot Chalk,
<http://lessonplanspage.com/pe/passingandkickingballskillsk3-hm/>

Fitness Tag, Kelly Kasper, Hot Chalk,
<http://lessonplanspage.com/pe/fitnesstagwarmupidea13-hm/>

Space Awareness, Chris Robey, Hot Chalk
<http://lessonplanspage.com/pe/3spatialawarenessactivitiesk2-hm/>

1st Grade P.E. Lesson Plans, Teacher.org,
<https://www.teacher.org/lesson-plans/p-e/>

Benchmark Assessment:
Common Formative Assessment

Summative Assessments:
Basic Locomotor Movement Assessment, PE Central,
www.pecentral.org/assessment/pdf/basiclocomotormovementassess.pdf

Fitness Testing
<http://www.cooperinstitute.org/fitnessgram>

Alternative Assessments:

- Self-Assessment
- Peer Assessment
- Written Reflections

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 vigorous age-appropriate activities that promote fitness.

2.6.2.A.3

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

Topics	First Grade Fitness Lesson Plan, Lesson Corner	Equipment: <ul style="list-style-type: none">• Stopwatch• Baseball• Cones• Beanbags• Mat• Tape measure	Formative Assessments: Observation Feedback regarding proper form
Fitness Testing	K to Grade 2 Fitness, Kids Health in the Classroom: <ul style="list-style-type: none">• Which Way Do I Go?• Fitness Scrapbook Elbow Tag, Education.com Promoting Physical Fitness, Grades K-5, NEA: <ul style="list-style-type: none">• Balance Station• Scooter Scramble• Survivor Island Field Day Run for Fun! Bright Hub Education Why is Exercise Good for your Heart? American Heart Association Read article about the importance of exercise and share with a small group. (NJSLS R2) Watch the fitness video and discuss as a class 1 thing you should do every time you exercise. (NJSLS R7)	Charts: <ul style="list-style-type: none">• Physical Education Vocabulary Chart First Grade Fitness Lesson Plan, Lesson Corner, http://archives.lessoncorner.com/a64982fa50483cdda.pdf K to Grade 2 Fitness, Kids Health in the Classroom, http://classroom.kidshealth.org/prekto2/personal/fitness/fitness.pdf Elbow Tag, Education.com, https://www.education.com/activity/article/elbow-tag/ Promoting Physical Fitness, Grades K-5, NEA, http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html Run for Fun! Bright Hub Education, http://www.brighthubeducation.com/elementary-school-activities/64899-running-	Summative Assessments: <ul style="list-style-type: none">• Data sheets of different fitness test• Graph of total student achievement• Fitness Test Assessment http://www.cooperinstitute.org/fitnessgram Activity Checkup, American Heart Association, http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/ElementaryLessonPlans_UCM_001258_Article.jsp#.Wg8Ct1VryX0 Alternative Assessment: Activity Log https://healthyfuturesak.org/wp-content/uploads/2014/04/Physical-Activity-Log-Month.pdf

[games-lesson-plan-for-gym-class/](#)

Student Text:

Kids and Exercise (read or audio)

<https://kidshealth.org/en/parents/exercise.html>

Why Exercise is Cool

<http://fugazi.kidshealth.org/en/kids/work-it-out.html?WT.ac=ctg>

Media Resources:

Exercise is Cool (Hip Hop Song)

<https://www.youtube.com/watch?v=NbEaBULvys>

Key Vocabulary:

- **Hop** – To move by jumping on one foot
- **Skip** – Move along lightly, stepping from one foot to the other with a hop or bounce
- **Leap** – Jump or spring a long way, to a great height, or with great force
- **Backwards Jog** – To run in reverse at a steady gentle pace, especially on a regular basis as a form of physical exercise
- **Galloping** – A fast gait in which, in the course of each stride, both feet are off the ground at once
- **Fitness Test** – A series of measurements that help determine the health status and physical fitness of an individual

Integration of 21st Century Standards NJSL 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/
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"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompts can be given. 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSLS 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.