

Frelinghuysen Township School District



Physical Education Curriculum

Frelinghuysen Township School District

Physical Education Curriculum

Frelinghuysen Township School District Mission Statement

Frelinghuysen Township School District is a small and caring community. Its mission is:

- To provide all students a superior individualized education
- To create strategic partnerships with parents and the community to meet students' needs
- To provide a compassionate, safe and supportive environment
- To support innovative practices by effectively leveraging technology
- To develop confident students who will be productive, contributing members of a constantly changing global society

Curricular Overview

The Physical Education Curriculum was created for Frelinghuysen School District using resources from past curriculum, the New Jersey Student Learning Standards and an analysis of the needs of our students.

The curriculum is based on the Understanding by Design (UbD) philosophy which emphasizes using a backwards design that uses goals to drive the learning plan. This ensures that instruction is focused and driven by specific learning outcomes. Units are organized into themes and learning goals, with pacing guides and suggested resources for teachers to use to guide daily instruction.

Frelinghuysen Township School seeks to provide our students with a well-rounded curriculum supported by best practices in education to guide our students throughout their entire educational journey. This curriculum was created with the intention of keeping with our mission of developing productive students through a superior, individualized education that effectively leverages technology in a safe and supportive school community.

Curriculum Written by: Shannon Bet

Updated by: Stephanie Bonaparte

Board of Education adoption: September, 2022

Frelinghuysen Township School District Physical Education Curriculum

Grades: K-2

Unit 1: Locomotor and Non-Locomotor Skills

DESIRED RESULTS

Standards

<p>New Jersey Student Learning Standards</p> <p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <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.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>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p>	<p>21st Century Life and Career Standards</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
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Frelinghuysen Township School District Physical Education Curriculum

Learning Outcomes

Students will be able to....

- Demonstrate an ability to perform various locomotor skills (skipping, jumping, hopping, leaping, etc.).
- Skillfully perform various non-locomotor skills (pulling, pushing, stretching, balancing, etc.).
- Correct their form when performing locomotor and non-locomotor skills based on the teacher feedback.
- Demonstrate appropriate spatial awareness, effort, and relationships with body parts and people.
- Set a personal fitness goal that they will try to reach by the end of this unit.
- Demonstrate good sportsmanship and explain doing so helps themselves and those around them.

Students will be able to answer....

- What are some different ways that you can move around the gym? (Locomotor)
- What are some different ways you can move your body, while staying in the same place? (Non-Locomotor)
- How can you stay safe while we are moving around the gym?
- What are some ways that you can demonstrate good sportsmanship while completing this activity?

ASSESSMENT

Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

LEARNING PLAN

Pacing Guide: 9 Weeks

Recommended Learning Activities

- Musical Hula-Hoops
- Barnyard
- Save the Treasure
- Farmers and Lumberjacks
- Locomotor Relays
- Static Stretching
- Dynamic Stretching
- Tag Games

Frelinghuysen Township School District Physical Education Curriculum

- Hula-Hooping
- Limbo
- Simon Says
- Follow the Leader
- Parachute
- Obstacle Course
- Skeleton Sprint
- Elf Express

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Interdisciplinary Connections

ELA
 Math
 Science
 Social Studies
 Technology
 Character Education
 Career Education

21st Century Skills

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real world applications

Instructional and Supplemental Materials

- <https://www.pecentral.org/>

Frelinghuysen Township School District Physical Education Curriculum

- <http://physedgames.com/>
- <http://carly3.blogspot.com/>
- <https://riseathletics.fit/fun-crossfit-warm-ups/>
- <https://thephysicaleducator.com/>
- <https://www.thepespecialist.com/>

Frelinghuysen Township School District Physical Education Curriculum

Grades: K-2

Unit 2: Movement and Rhythm		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards</p> <p>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).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>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).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p>	<p>21st Century Life and Career Standards</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

Frelinghuysen Township School District Physical Education Curriculum

Learning Outcomes

Students will be able to....

- Demonstrate an ability to perform various movements to different tempos, beats, and rhythms at an age appropriate level.
- Perform and explain various movement skills during both skills practice and applied activities at an age appropriate level.
- Correct mistakes when performing movements based on the teacher feedback.
- Demonstrate age appropriate spatial awareness, effort, and relationships with body parts, people, and objects.
- Set a personal fitness goal that they will try to reach by the end of this unit.
- Demonstrate good sportsmanship and explain doing so helps themselves and those around them.

Students will be able to answer....

- How can moving to different tempos, beats, and rhythms help to keep you healthy?
- What are some ways that you can move?
- How can you stay safe while completing these activities?
- How can you demonstrate good sportsmanship while completing these activities?

ASSESSMENT

Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

LEARNING PLAN

Pacing Guide: 3 Weeks

Recommended Learning Activities

- Dynamic Stretching
- Line Dancing
- Square Dancing
- Popular Social Dances
- Movement with Manipulatives (Scarves, pool noodles, bean bags, etc.)
- Freeze Dance

Frelinghuysen Township School District Physical Education Curriculum

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Interdisciplinary Connections

ELA

Math

Science

Social Studies

Technology

Character Education

Career Education

21st Century Skills

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real world applications

Instructional and Supplemental Materials

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- <https://riseathletics.fit/fun-crossfit-warm-ups/>
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Frelinghuysen Township School District Physical Education Curriculum

Grades: K-2

Unit 3: Manipulative Skills		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards 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.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 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. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p>	<p>21st Century Life and Career Standards</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
Learning Outcomes		

Frelinghuysen Township School District Physical Education Curriculum

<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Demonstrate an ability to perform various manipulative skills (dribbling with hands and feet, kicking, striking, throwing, etc.) at an age appropriate level. • Demonstrate age appropriate spatial awareness, effort, and relationships with body parts, people, and objects. • Correct their form when performing manipulative skills based on the teacher feedback. • Set a personal fitness goal that they will try to reach by the end of this unit. • Demonstrate good sportsmanship and explain doing so helps themselves and those around them. 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> • How do you properly throw a ball? (or another object) • How do you properly dribble a basketball/ a soccer ball? • How do you properly strike a ball with a bat? • How can you make sure that you stay safe while completing these activities? • How can we demonstrate good sportsmanship while completing this activity?
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ASSESSMENT

Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

LEARNING PLAN

Pacing Guide: 9 Weeks

Recommended Learning Activities

- Skore
- Bocce
- Cornhole
- Ball Handling
- Balloon Bonanza
- Partner Catch
- Hula-Hooping
- Bowling Pin Bonanza
- Clean Your Room
- Hula-Hooping

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- Clean Your Room
- Save the Treasure
- Basketball Skills
- Volleyball Skills (Nuke 'Em)
- Wiffle Ball Skills
- Soccer Skills
- Scooter Hockey Skills
- Frisbee

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Interdisciplinary Connections

ELA
 Math
 Science
 Social Studies
 Technology
 Character Education
 Career Education

21st Century Skills

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real world applications

Instructional and Supplemental Materials

Frelinghuysen Township School District

Physical Education Curriculum

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- <http://physedgames.com/>
- <http://carly3.blogspot.com/>
- <https://thephysicaleducator.com/>
- <http://www.parksun.com/Outdoor-Games/Disc-Golf/Skore-Disc-Golf-Target-Set.php>
- <https://www.gophersport.com/>
- <https://www.thepespecialist.com/>

Frelinghuysen Township School District Physical Education Curriculum

Grades: K-2

Unit 4: Team Activities		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards</p> <p>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.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p>	<p>21st Century Life and Career Standards</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
Learning Outcomes		

Frelinghuysen Township School District Physical Education Curriculum

Students will be able to....

- Verbally explain the difference between offense and defense.
- Identify and apply various strategies to help their team succeed.
- Determine how they can help their teammates and themselves reach their potential.
- Correct mistakes made during team activities based on the teacher feedback.
- Set a personal fitness goal that they will try to reach by the end of this unit.
- Demonstrate good sportsmanship and explain doing so helps themselves and those around them.

Students will be able to answer....

- What is the difference between offense and defense?
- What are some offensive (and defensive) strategies that can help your team, for this activity?
- What can you do to help your teammates?
- What are some things we can do to help us stay safe during this activity?
- How can we demonstrate good sportsmanship while completing this activity?

ASSESSMENT

Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Journals • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

LEARNING PLAN

Pacing Guide: 16 Weeks

Recommended Learning Activities

- Basketball
- Scooter Hockey
- Soccer
- Nuke 'Em
- Team Memory
- Save the Treasure
- Witches and Candy
- Skeleton Sprint

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- Do You Want to Build a Snowman?
- Elf Express
- Clean Your Room
- Kickball
- Tee Ball/ Wiffle Ball
- Skore
- Relay Races
- Obstacle Courses

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Interdisciplinary Connections

ELA
 Math
 Science
 Social Studies
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 Character Education
 Career Education

21st Century Skills

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real world applications

Frelinghuysen Township School District Physical Education Curriculum

Instructional and Supplemental Materials

- <https://www.pecentral.org/>
- <http://physedgames.com/>
- <http://carly3.blogspot.com/>
- <https://riseathletics.fit/fun-crossfit-warm-ups/>
- <https://thephysicaleducator.com/>
- <http://www.parksun.com/Outdoor-Games/Disc-Golf/Skore-Disc-Golf-Target-Set.php>
- <https://www.gophersport.com/>
- <https://www.thepespecialist.com/>

Frelinghuysen Township School District

Physical Education Curriculum

Physical Education Leveled Text Reading Resource List

Advanced

PE2theMax by JD Hughes

We are the Ship: The Story of Negro League Baseball by Kadir Nelson

Yankee Town Featuring Robbie the Rookie by Aimee Aryal

Becoming Babe Ruth by Matt Tavares

Intermediate

No We Are Not Playing Dodgeball by Mike Bohannon

The Snowy Day by Ezra Jack Keats

The Driftwood Ball by Thomas Docherty

SHH! We Have a Plan by Chri ach Gets Some Exercise by Sarah, Duchess of York

Play Ball, Amelia Bedelia by Peggy Parish

Magic Treehouse #16 – Hour of the Olympics by Mary Pope Osbourne

The Littlest Leaguer by Syd Hoff

Fred and Ted Go Camping by Peter Eastman

Flat Stanley at Bat by Jeff Brown and Macky Pamintuan

Tae Kwon Do! by Terry Pierce and Todd Bonita

Lily's Lucky Leotard (a first graphic novel) by Cari Meister

Basketball is Fun by Robin Nelson

Let's Talk Baseball by Janice Behrens & Let's Talk Basketball by Amanda Miller

Fishing by Julie K. Lundgren

Keeping Fit by Emily K. Green

National Geographic Readers: Race Day! by Gail Tuchman

Cheerleading by Holly Karapetkova

Cool Skateboarding Facts by Sandy Donovan and Gail Saunders-Smith, PhD

Kick, Pass, and Run by Leonard Kessler

I want to be a Gymnast by Kate Simkins

To Dance: A Ballerina's Graphic Novel by Siena Cherson Siegel & Mark Siegel

Hamster Camp – How Harry Got Fit by Teresa Bateman

Winner's Never Quit by Mia Hamm

Baseball Saved Us by Ken Mochizuki

Players in Pigtails by Shana Corey

Frelinghuysen Township School District

Physical Education Curriculum

Dream Big: Michael Jordan and the Pursuit of Olympic Gold by Deloris Jordan
Get Up and Go! by Nancy Carlson
You can Do It! by Tony Dungyst Haughton

Beginner

My Daddy is a Pretzel by Baron Baptiste
Elephants Cannot Dance, Watch me Throw the Ball by Mo Willems
Curious George Rides a Bike, Curious George Goes Fishing, Curious George at the Baseball Game by H. A. Rey
Angelina Ballerina Ice Skates by Katharine Holabird
Clifford's Field Day by Norma Bridwell
Dora Plays Sports by Alison Inches
Jake and the Never Land Pirates Surfin' Turf by Melinda LaRose
Babar's Yoga for Elephants by Laurent de Brunhoff
The Berenstain Bears Go Out for the Team by Stan and Jan Berenstain
Learning to Ski with Mr. Magee by Chris Van Dusen
Maisy Learns to Swim by Lucy Cousins
Dino-Basketball, Dino-Baseball and Dino-Football by Lisa Wheeler
Moose Come Walking by Arlo Guthrie
Ladybug Girl Plays by Jacky Davis
Duck on a Bike by David Shannon
Spot Loves Sports by Eric Hill
Froggy Plays Soccer, Froggy Plays T-ball by Jonathan London
The Magic Hockey Stick by Peter Maloney
Sally Jean, the Bicycle Queen by Cari Best
Casey at the Bat by Ernest L. Thayer
Mitchell Goes Bowling by Hallie Duran
First Sail: An Adventure Story Designed to Help New Sailors Learn the Ropes by Richard Henderson
Stretch by Doreen Cronin and Scott Menchin

Frelinghuysen Township School District Physical Education Curriculum

Grades: 3-4

Unit 1: Fitness		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.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>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.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>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness</p>	<p>Technology Standards (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

Frelinghuysen Township School District Physical Education Curriculum

Learning Outcomes

Students will be able to....

- Provide examples of the personal benefits they receive from regular physical activity.
- List the Five Components of Fitness.
- Explain the Component of Fitness that each Fitness Activity would be categorized with.
- Set a personal fitness goal, based on their Personal Fitness Test Scores from October, and explain how they plan to reach that goal when they complete the Fitness Test in April.
- Document their progress in a fitness journal throughout the year (Activities, Heart Rate, Steps/Class).
- Determine different factors that might impact a person's physical fitness.
- Correct mistakes made during Fitness Testing based on the teacher feedback and explain why the correction was beneficial.
- Provide examples of how they displayed good sportsmanship and explain how doing so was helpful to themselves, their teammates, and the rest of their class.

Students will be able to answer....

- What is physical activity important?
- What are some of the physical benefits of exercising regularly?
- What are the Five Components of Fitness?
- What are the different activities that we use for our Fitness Testing?
- Can you place each Fitness Test Activity with the correct Component of Fitness that it measures?
- Why is it important to set personal goals?
- What are the benefits of documenting your progress throughout the year?
- What are some things that might impact how well someone does on a given Fitness Test?
- How can you stay safe while completing these activities?
- What are some examples of how you can demonstrate good sportsmanship throughout this activity?
- Why is it important to demonstrate good sportsmanship?

ASSESSMENT

Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
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Frelinghuysen Township School District Physical Education Curriculum

LEARNING PLAN

Pacing Guide: 9 Weeks

Recommended Learning Activities

- Alternate Assessments
 - Mile Run/ ½ Mile Run
 - Shuttle Run
 - Sit and Reach
 - Back Stretch
 - Sit-Ups (one minute)
 - Pull-Ups/ Flexed Arm Hang
 - Vertical Jump

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Interdisciplinary Connections

ELA
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21st Century Skills

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real world applications

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Instructional and Supplemental Materials

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Frelinghuysen Township School District Physical Education Curriculum

Grades: 3-4

Unit 2: Manipulative Skills		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards 2.2.5.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 2.2.5.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). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.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). 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p>	<p>Technology Standards (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>21st Century Life and Career Standards CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>

Frelinghuysen Township School District Physical Education Curriculum

Learning Outcomes

Students will be able to....

- Demonstrate an ability to perform and explain various manipulative skills (dribbling with hands and feet, kicking, striking, throwing, etc.).
- Demonstrate age appropriate spatial awareness, effort, and relationships with body parts, people, and objects.
- Correct their form when performing manipulative skills based on the teacher feedback and explain why the correction was beneficial.
- Set a personal fitness goal and explain how they plan to reach that goal by the end of this unit.
- Provide examples of how they displayed good sportsmanship and explain how doing so was helpful to themselves, their teammates, and the rest of their class.

Students will be able to answer....

- What are the proper steps for throwing a ball? (or another object, underhand and overhand)
- How does dribbling a soccer ball differ from dribbling a basketball?
- What are the proper steps for hitting a ball with a bat, like in Wiffle Ball, Baseball, or Softball?
- What can you do to adjust how far you throw an object?
- How can you make sure that you stay safe while completing these activities?
- What are some examples of how you can demonstrate good sportsmanship throughout this activity?
- Why is it important to demonstrate good sportsmanship?

ASSESSMENT

Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

LEARNING PLAN

Pacing Guide: (#) Weeks

Recommended Learning Activities

- DiscBonk
- Bocce
- Ball Handling
- Partner Catch
- Hula-Hooping
- Bowling Pin Bonanza
- Capture the Pig

Frelinghuysen Township School District Physical Education Curriculum

- Poison Ball
- Castles
- Basketball Skills
- Soccer Skills
- Floor Hockey Skills
- Nuke 'Em Skills
- Wiffle Ball Skills
- Kickball Skills
- Sink the Ship
- Handball Skills
- Speedball Skills

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Interdisciplinary Connections

ELA
 Math
 Science
 Social Studies
 Technology
 Character Education
 Career Education

21st Century Skills

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real world applications

Frelinghuysen Township School District Physical Education Curriculum

Instructional and Supplemental Materials

- <https://www.pecentral.org/>
- <http://physedgames.com/>
- <http://carly3.blogspot.com/>
- <https://thephysicaleducator.com/>
- <https://www.gophersport.com/>
- <https://www.thepespecialist.com/>

Frelinghuysen Township School District

Physical Education Curriculum

Grades 3-4

Unit 3: Movement and Rhythm		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards</p> <p>2.2.5.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>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.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>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

Frelinghuysen Township School District

Physical Education Curriculum

Learning Outcomes

Students will be able to....

- Demonstrate an ability to perform various movements to different tempos, beats, and rhythms.
- Skillfully perform and verbally explain various movement skills during both skills practice and applied activities at an age appropriate level.
- Correct their form when performing movements based on the teacher feedback and explain why the correction was beneficial.
- Demonstrate age appropriate spatial awareness, effort, and relationships with body parts, people, and objects.
- Set a personal fitness goal and explain how they plan to reach that goal by the end of this unit.
- Provide examples of how they displayed good sportsmanship and explain how doing so was helpful to themselves, their teammates, and the rest of their class.

Students will be able to answer....

- What are some movement sequences that you can perform by yourself/ with others?
- How can you make sure that you (and your partner/ group) are moving in response to the current tempo and rhythm?
- What are some corrections that you have had (or might have) to make to your movements, and how might these corrections be helpful to you?
- How can you stay safe while completing these activities?
- What are some examples of how you can demonstrate good sportsmanship throughout this activity?
- Why is it important to demonstrate good sportsmanship?

ASSESSMENT

ASSESSMENT		
Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

LEARNING PLAN

Pacing Guide: 9 Weeks

Recommended Learning Activities

- Dynamic Stretching
- Line Dancing
- Square Dancing
- Popular Social Dances

Frelinghuysen Township School District

Physical Education Curriculum

- Movement with Manipulatives (Scarves, pool noodles, bean bags, etc.)
- Freeze Dance

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Interdisciplinary Connections

ELA
 Math
 Science
 Social Studies
 Technology
 Character Education
 Career Education

21st Century Skills

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real world applications

Instructional and Supplemental Materials

- <https://www.pecentral.org/>
- <http://physedgames.com/>
- <http://carly3.blogspot.com/>
- <https://riseathletics.fit/fun-crossfit-warm-ups/>
- <https://thephysicaleducator.com/>
- <https://www.thepespecialist.com/>

Frelinghuysen Township School District Physical Education Curriculum

Grades: 3-4

Unit 4: Team Activities		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards 2.2.5.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. 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>	<p>Technology Standards (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

Frelinghuysen Township School District

Physical Education Curriculum

Learning Outcomes

Students will be able to....

- Verbally explain and provide examples of the different roles between offensive and defensive players.
- Identify and apply various strategies that would be beneficial to offensive players/ defensive players.
- Determine how they can motivate their teammates and themselves to reach their full potential.
- Correct mistakes made during team activities based on the teacher feedback and explain why the correction was beneficial.
- Set a personal fitness goal and explain how they plan to reach that goal by the end of this unit.
- Provide examples of how they displayed good sportsmanship and explain how doing so was helpful to themselves, their teammates, and the rest of their class.

Students will be able to answer....

- What are the roles of an offensive player/ defensive player for this activity?
- What are some offensive (and defensive) strategies that can help your team, for this activity? How would these offensive/ defensive strategies help your team?
- What are some strategies that you can use to make sure that you are motivated to reach your full potential for this activity?
- What are some strategies that you can use to make sure that your teammates are motivated to reach their full potential for this activity?
- How can you stay safe while completing these activities?
- What are some examples of how you can demonstrate good sportsmanship throughout this activity?
- Why is it important to demonstrate good sportsmanship?

ASSESSMENT

Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

LEARNING PLAN

Pacing Guide: 16 Weeks

Recommended Learning Activities

- Soccer
- Basketball
- Kickball/Box Ball
- Floor Hockey
- Nuke 'Em
- Quidditch

Frelinghuysen Township School District

Physical Education Curriculum

- Handball
- Speedball
- Wiffle Ball
- Castles
- Sink the Ship
- Bowling Pin Bonanza
- Skore
- Relay Races
- Pirate Ball
- Capture the Pig
- Elf Express
- Holiday Dash
- Poison Ball

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Interdisciplinary Connections

ELA
 Math
 Science
 Social Studies
 Technology
 Character Education
 Career Education

21st Century Skills

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real world applications

Frelinghuysen Township School District Physical Education Curriculum

Instructional and Supplemental Materials

- <https://www.pecentral.org/>
- <http://physedgames.com/>
- <http://carly3.blogspot.com/>
- <https://thephysicaleducator.com/>
- <http://www.parksun.com/Outdoor-Games/Disc-Golf/Skore-Disc-Golf-Target-Set.php>
- <https://www.gophersport.com/>
- <https://www.thepespecialist.com/>
- <https://sparkpe.org/>

Frelinghuysen Township School District

Physical Education Curriculum

Physical Education Leveled Text Reading Resource List

Advanced

PE2theMax by JD Hughes

We are the Ship: The Story of Negro League Baseball by Kadir Nelson

Yankee Town Featuring Robbie the Rookie by Aimee Aryal

Becoming Babe Ruth by Matt Tavares

Intermediate

No We Are Not Playing Dodgeball by Mike Bohannon

The Snowy Day by Ezra Jack Keats

The Driftwood Ball by Thomas Docherty

SHH! We Have a Plan by Chri ach Gets Some Exercise by Sarah, Duchess of York

Play Ball, Amelia Bedelia by Peggy Parish

Magic Treehouse #16 – Hour of the Olympics by Mary Pope Osbourne

The Littlest Leaguer by Syd Hoff

Fred and Ted Go Camping by Peter Eastman

Flat Stanley at Bat by Jeff Brown and Macky Pamintuan

Tae Kwon Do! by Terry Pierce and Todd Bonita

Lily's Lucky Leotard (a first graphic novel) by Cari Meister

Basketball is Fun by Robin Nelson

Let's Talk Baseball by Janice Behrens & Let's Talk Basketball by Amanda Miller

Fishing by Julie K. Lundgren

Keeping Fit by Emily K. Green

National Geographic Readers: Race Day! by Gail Tuchman

Cheerleading by Holly Karapetkova

Cool Skateboarding Facts by Sandy Donovan and Gail Saunders-Smith, PhD

Kick, Pass, and Run by Leonard Kessler

I want to be a Gymnast by Kate Simkins

To Dance: A Ballerina's Graphic Novel by Siena Cherson Siegel & Mark Siegel

Hamster Camp – How Harry Got Fit by Teresa Bateman

Winner's Never Quit by Mia Hamm

Baseball Saved Us by Ken Mochizuki

Players in Pigtails by Shana Corey

Frelinghuysen Township School District

Physical Education Curriculum

Dream Big: Michael Jordan and the Pursuit of Olympic Gold by Deloris Jordan
Get Up and Go! by Nancy Carlson
You can Do It! by Tony Dungyst Haughton

Beginner

My Daddy is a Pretzel by Baron Baptiste
Elephants Cannot Dance, Watch me Throw the Ball by Mo Willems
Curious George Rides a Bike, Curious George Goes Fishing, Curious George at the Baseball Game by H. A. Rey
Angelina Ballerina Ice Skates by Katharine Holabird
Clifford's Field Day by Norma Bridwell
Dora Plays Sports by Alison Inches
Jake and the Never Land Pirates Surfin' Turf by Melinda LaRose
Babar's Yoga for Elephants by Laurent de Brunhoff
The Berenstain Bears Go Out for the Team by Stan and Jan Berenstain
Learning to Ski with Mr. Magee by Chris Van Dusen
Maisy Learns to Swim by Lucy Cousins
Dino-Basketball, Dino-Baseball and Dino-Football by Lisa Wheeler
Moose Come Walking by Arlo Guthrie
Ladybug Girl Plays by Jacky Davis
Duck on a Bike by David Shannon
Spot Loves Sports by Eric Hill
Froggy Plays Soccer, Froggy Plays T-ball by Jonathan London
The Magic Hockey Stick by Peter Maloney
Sally Jean, the Bicycle Queen by Cari Best
Casey at the Bat by Ernest L. Thayer
Mitchell Goes Bowling by Hallie Duran
First Sail: An Adventure Story Designed to Help New Sailors Learn the Ropes by Richard Henderson
Stretch by Doreen Cronin and Scott Menchin

Frelinghuysen Township School District Physical Education Curriculum

Grades: 5-6

Unit 1: Fitness		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards</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.</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) using technology and cross-training, and lifetime activities.</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>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	<p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

Frelinghuysen Township School District

Physical Education Curriculum

Learning Outcomes

Students will be able to....

- Provide specific examples of the personal benefits they receive from regular physical activity.
- List the Five Components of Fitness.
- Explain the Component of Fitness that each Fitness Activity would be categorized with.
- Set a SMART personal fitness goal, based on their Personal Fitness Test Scores from October, and explain how they plan to reach that goal when they complete the Fitness Test in April.
- Develop a FITT Program to help them reach their SMART goal.
- Document their progress in a fitness journal throughout the year (Activities, Heart Rate, Steps/Class).
- List different lifestyle changes they can make to improve their physical fitness.
- Determine different factors that might impact a person's physical fitness.
- Recognize mistakes made during Fitness Testing based on self-evaluation, correct the mistake, and explain why the correction was beneficial.
- Provide examples of how they displayed good sportsmanship and explain how doing so was helpful to themselves, their teammates, and the rest of their class.

Students will be able to answer....

- Why is it important to participate in regular physical activity?
- What are some of the physical benefits of exercising regularly?
- What are the Five Components of Fitness?
- How would you describe each Component of Fitness?
- What are the different activities that we use for our Fitness Testing?
- Can you place each Fitness Test Activity with the correct Component of Fitness that it measures?
- What is a SMART Goal?
- Why is it important to set SMART Goals?
- What is a FITT Program?
- Why is it beneficial to create a FITT Program that aligns with your SMART Goal?
- What are the benefits of documenting your progress throughout the year?
- What are some things that might impact how well someone does on a given Fitness Test?
- What small changes can you make throughout the day to improve your health and physical fitness?
- How can you make sure that you stay safe while completing these activities?
- What are some examples of how you can demonstrate good sportsmanship throughout this activity?

ASSESSMENT

Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

Frelinghuysen Township School District Physical Education Curriculum

LEARNING PLAN

Pacing Guide: 9 Weeks

Recommended Learning Activities

- Alternate Assessments
 - Mile Run/ ½ Mile Run
 - Shuttle Run
 - Sit and Reach
 - Back Stretch
 - Sit-Ups (one minute)
 - Pull-Ups/ Flexed Arm Hang
 - Vertical Jump

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Interdisciplinary Connections

ELA
 Math
 Science
 Social Studies
 Technology
 Character Education
 Career Education

21st Century Skills

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real world applications

Frelinghuysen Township School District Physical Education Curriculum

Instructional and Supplemental Materials

- <https://www.pecentral.org/>
- <https://thephysicaleducator.com/>
- <https://www.gophersport.com/>
- <https://www.thepespecialist.com/>

Frelinghuysen Township School District Physical Education Curriculum

Grades: 5-6

Unit 2: Manipulative Skills		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards</p> <p>2.2.5.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>2.2.5.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>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.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>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	<p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

Frelinghuysen Township School District Physical Education Curriculum

Learning Outcomes

Students will be able to....

- Demonstrate an ability to correctly perform and explain the purpose of various manipulative skills (dribbling with hands and feet, kicking, striking, throwing, etc.).
- Demonstrate age appropriate spatial awareness, effort, and relationships with body parts, people, and objects.
- Recognize when corrections their form are necessary when performing manipulative skills, and explain why the correction was beneficial.
- Set a SMART personal fitness goal and explain how they plan to reach that goal by developing a FITT Program.
- Provide examples of how they displayed good sportsmanship and explain how doing so was helpful to themselves, their teammates, and the rest of their class.

Students will be able to answer....

- What are the proper steps for throwing a ball? (or another object, underhand and overhand)
- What does it mean if the ball (or other object) is being thrown too far to the left or right?
- How does dribbling a soccer ball differ from dribbling a basketball, and what are the proper steps for dribbling each?
- What are the proper steps for hitting a ball with a bat, like in Wiffle Ball, Baseball, or Softball?
- What can you do to adjust how far you throw an object?
- What must you do differently when throwing or kicking an object to a moving target instead of a stationary target?
- How can you make sure that you stay safe while completing these activities?
- What are some examples of how you can demonstrate good sportsmanship throughout this activity?

ASSESSMENT

ASSESSMENT		
Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

LEARNING PLAN

Pacing Guide: (#) Weeks

Recommended Learning Activities

- DiscBonk
- Bocce
- Ball Handling
- Partner Catch

Frelinghuysen Township School District Physical Education Curriculum

- Hula-Hooping
- Bowling Pin Bonanza
- Capture the Pig
- Poison Ball
- Castles
- Basketball Skills
- Soccer Skills
- Floor Hockey Skills
- Nuke 'Em Skills
- Wiffle Ball Skills
- Kickball Skills
- Sink the Ship
- Handball Skills
- Speedball Skills

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Interdisciplinary Connections

ELA
 Math
 Science
 Social Studies
 Technology
 Character Education

21st Century Skills

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning

Frelinghuysen Township School District Physical Education Curriculum

Career Education	<ul style="list-style-type: none">• Productivity• Real world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none">• https://www.pecentral.org/• http://physedgames.com/• http://carly3.blogspot.com/• https://thephysicaleducator.com/• https://www.gophersport.com/• https://www.thepespecialist.com/	

Frelinghuysen Township School District

Physical Education Curriculum

Grades: 5-6

Unit 3: Movement and Rhythm		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards</p> <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>Technology Standards</p> <p>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	<p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
Learning Outcomes		

Frelinghuysen Township School District

Physical Education Curriculum

- Students will be able to...*
- Demonstrate an ability to correctly perform various movements to different tempos, beats, and rhythms.
 - Skillfully perform and verbally explain various planned movement skills/ sequences during both skills practice and applied activities at an age appropriate level.
 - Recognize when corrections their form are necessary when performing movements, and explain why the correction was beneficial.
 - Set a SMART personal fitness goal and explain how they plan to reach that goal by developing a FITT Program.
 - Provide examples of how they displayed good sportsmanship and explain how doing so was helpful to themselves, their teammates, and the rest of their class.

- Students will be able to answer...*
- What are some strategies you can use to remember planned movement sequences?
 - How can you make sure that you (and your partner/ group) are moving in response to the current tempo and rhythm?
 - What are some strategies that you can use to determine if you need to make corrections to your movements?
 - What are some examples of corrections you might need to make to your movements, and how can these corrections be beneficial?
 - How can you make sure that you stay safe while completing these activities?
 - What are some examples of how you can demonstrate good sportsmanship throughout this activity?

ASSESSMENT

Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

LEARNING PLAN

Pacing Guide: 9 Weeks

Recommended Learning Activities

- Dynamic Stretching
- Line Dancing
- Square Dancing
- Popular Social Dances
- Movement with Manipulatives (Scarves, pool noodles, bean bags, etc.)

Integrated Accommodations and Modifications

Frelinghuysen Township School District Physical Education Curriculum

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Problem solving strategies • Kinesthetic Activities • Critical thinking strategies • Accelerated learning • Independent study
<p>Interdisciplinary Connections</p>	
<p>ELA Math Science Social Studies Technology Character Education Career Education</p>	<p>21st Century Skills</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real world applications
<p>Instructional and Supplemental Materials</p>	
<ul style="list-style-type: none"> • https://www.pecentral.org/ • http://physedgames.com/ • http://carly3.blogspot.com/ • https://riseathletics.fit/fun-crossfit-warm-ups/ • https://thephysicaleducator.com/ • https://www.thepespecialist.com/ 	

Frelinghuysen Township School District

Physical Education Curriculum

Grades: 5-6

Unit 4: Team Activities		
DESIRED RESULTS		
Standards		
<p>New Jersey Student Learning Standards 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. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 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>Technology Standards (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. (6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools. 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	<p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>

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Physical Education Curriculum

Learning Outcomes

Students will be able to...

- Verbally explain and demonstrate the different roles between offensive and defensive players.
- Identify, apply, and explain various strategies that would be beneficial to offensive players/ defensive players.
- Collaborate with their classmates about strategies that they can use to make sure that the class is reaching their full potential, then determine which strategies are the most effective.
- Recognize mistakes made during team activities based on the self-evaluation, correct the mistake, and explain why the correction was beneficial.
- Set a SMART personal fitness goal and explain how they plan to reach that goal by developing a FITT Program.
- Provide examples of how they displayed good sportsmanship and explain how doing so was helpful to themselves, their teammates, and the rest of their class.

Students will be able to answer...

- Can you demonstrate the different roles that offensive and defensive players have during this activity?
- What are some offensive (and defensive) strategies that can help your team, for this activity? How would these offensive/ defensive strategies help your team?
- How did you, personally, apply these offensive and defensive strategies while you were taking part in this activity?
- What strategies did you use to try to help your teammates reach their full potential? Which of those strategies worked the best? Why?
- How can you stay safe while completing these activities?
- What are some examples of how you can demonstrate good sportsmanship throughout this activity?
- Why is it important to demonstrate good sportsmanship?

ASSESSMENT

Formative	Summative	Benchmark
<ul style="list-style-type: none"> • Exit Slips • Class discussion • Running records • Teacher observation 	<ul style="list-style-type: none"> • Alternate Assessments <ul style="list-style-type: none"> -Performance Tasks -Benchmark Assessments 	<ul style="list-style-type: none"> • Unit pre and post assessments that align with personal growth
		Alternative
		<ul style="list-style-type: none"> • Performance assessments

LEARNING PLAN

Pacing Guide: 16 Weeks

Recommended Learning Activities

- Soccer
- Basketball
- Kickball/Box Ball
- Floor Hockey

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- Nuke ‘Em
- Quidditch
- Handball
- Speedball
- Wiffle Ball
- Castles
- Sink the Ship
- Bowling Pin Bonanza
- Skore
- Relay Races
- Pirate Ball
- Capture the Pig
- Elf Express
- Holiday Dash
- Poison Ball

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Problem solving strategies
- Kinesthetic Activities
- Critical thinking strategies
- Accelerated learning
- Independent study

Frelinghuysen Township School District Physical Education Curriculum

Interdisciplinary Connections	
ELA Math Science Social Studies Technology Character Education Career Education	21 st Century Skills <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • https://www.pecentral.org/ • http://physedgames.com/ • http://carly3.blogspot.com/ • https://thephysicaleducator.com/ • http://www.parksun.com/Outdoor-Games/Disc-Golf/Skore-Disc-Golf-Target-Set.php • https://www.gophersport.com/ • https://www.thepespecialist.com/ • https://sparkpe.org/ 	

Frelinghuysen Township School District

Physical Education Curriculum

Physical Education Leveled Text Reading Resource List

Advanced

PE2theMax by JD Hughes

We are the Ship: The Story of Negro League Baseball by Kadir Nelson

Yankee Town Featuring Robbie the Rookie by Aimee Aryal

Becoming Babe Ruth by Matt Tavares

Intermediate

No We Are Not Playing Dodgeball by Mike Bohannon

The Snowy Day by Ezra Jack Keats

The Driftwood Ball by Thomas Docherty

SHH! We Have a Plan by Chri ach Gets Some Exercise by Sarah, Duchess of York

Play Ball, Amelia Bedelia by Peggy Parish

Magic Treehouse #16 – Hour of the Olympics by Mary Pope Osbourne

The Littlest Leaguer by Syd Hoff

Fred and Ted Go Camping by Peter Eastman

Flat Stanley at Bat by Jeff Brown and Macky Pamintuan

Tae Kwon Do! by Terry Pierce and Todd Bonita

Lily's Lucky Leotard (a first graphic novel) by Cari Meister

Basketball is Fun by Robin Nelson

Let's Talk Baseball by Janice Behrens & Let's Talk Basketball by Amanda Miller

Fishing by Julie K. Lundgren

Keeping Fit by Emily K. Green

National Geographic Readers: Race Day! by Gail Tuchman

Cheerleading by Holly Karapetkova

Cool Skateboarding Facts by Sandy Donovan and Gail Saunders-Smith, PhD

Kick, Pass, and Run by Leonard Kessler

I want to be a Gymnast by Kate Simkins

To Dance: A Ballerina's Graphic Novel by Siena Cherson Siegel & Mark Siegel

Hamster Camp – How Harry Got Fit by Teresa Bateman

Winner's Never Quit by Mia Hamm

Baseball Saved Us by Ken Mochizuki

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Players in Pigtails by Shana Corey
Dream Big: Michael Jordan and the Pursuit of Olympic Gold by Deloris Jordan
Get Up and Go! by Nancy Carlson
You can Do It! by Tony Dungyst Haughton

Beginner

My Daddy is a Pretzel by Baron Baptiste
Elephants Cannot Dance, Watch me Throw the Ball by Mo Willems
Curious George Rides a Bike, Curious George Goes Fishing, Curious George at the Baseball Game by H. A. Rey
Angelina Ballerina Ice Skates by Katharine Holabird
Clifford's Field Day by Norma Bridwell
Dora Plays Sports by Alison Inches
Jake and the Never Land Pirates Surfin' Turf by Melinda LaRose
Babar's Yoga for Elephants by Laurent de Brunhoff
The Berenstain Bears Go Out for the Team by Stan and Jan Berenstain
Learning to Ski with Mr. Magee by Chris Van Dusen
Maisy Learns to Swim by Lucy Cousins
Dino-Basketball, Dino-Baseball and Dino-Football by Lisa Wheeler
Moose Come Walking by Arlo Guthrie
Ladybug Girl Plays by Jacky Davis
Duck on a Bike by David Shannon
Spot Loves Sports by Eric Hill
Froggy Plays Soccer, Froggy Plays T-ball by Jonathan London
The Magic Hockey Stick by Peter Maloney
Sally Jean, the Bicycle Queen by Cari Best
Casey at the Bat by Ernest L. Thayer
Mitchell Goes Bowling by Hallie Duran
First Sail: An Adventure Story Designed to Help New Sailors Learn the Ropes by Richard Henderson
Stretch by Doreen Cronin and Scott Menchin