

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Physical Education Curriculum Guide

Grade 1

Adoption Date: August 15, 2022
Board Approved Revision Date:

**WALDWICK SCHOOL DISTRICT
PE CURRICULUM- Grade 1**

TABLE OF CONTENTS

COURSE DESCRIPTION	2
PACING GUIDE	3
Unit 1: Foundational Movement Skills	4
Unit 2: Introduction to Team, Individual, and Dual Sports	6
Unit 3: Lifestyle and Mindfulness Exploration	9

WALDWICK SCHOOL DISTRICT

PE CURRICULUM- Grade 1

COURSE DESCRIPTION

The Mission of the K-2 Physical Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a physically educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive physical education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

**WALDWICK SCHOOL DISTRICT
PE CURRICULUM- Grade 1**

PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Foundational Movement Skills	9-12 Weeks
2	Introduction to Team, Individual, and Dual Sports	9-12 Weeks
3	Lifestyle and Mindfulness Exploration	9-12 Weeks

WALDWICK SCHOOL DISTRICT

PE CURRICULUM- Grade 1

Unit 1: Foundational Movement Skills	Pacing Guide: 9-12 weeks	Standards 2.2.1.MSC.1: Perform a sequence of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.1.MSC.2 Transfer body weight while performing non-locomotor and locomotor activities 2.2.1.MSC.6: Explain and demonstrate appropriate behaviors during class to contribute to a safe environment. 2.2.1.PF.2: Explore how to move different body parts in a controlled manner.
Essential Questions <ul style="list-style-type: none"> • What are some ways I can move my body? • How can I make sure I'm safe during PE class? 	Enduring Understandings <ul style="list-style-type: none"> • I can perform locomotor activities • I can differentiate between non-locomotor and locomotor movements • I can be responsible for my actions. • I can move my body in a controlled manner in personal space. 	
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT explain and demonstrate appropriate behaviors during class time through movement exploration. ✓ SWBAT explore non-locomotor movements and locomotor movements as they relate to traveling safely through the gymnasium. 		
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Student behaviors • Exit tickets • On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. • District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. • Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		Materials <ul style="list-style-type: none"> • Gym or outdoor space • Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc.
Suggested Activities: <ul style="list-style-type: none"> • Follow the Leader / Traffic Jam • Jump the river: Using 2 jump ropes create a river. Students will move(run or jog) towards the river and jump or leap over. • Gaga ball: Students must use their hands to hit the ball once. If it hits someone else in the knee or below they are out and must wait on the side or rotate to the next gaga court. This game requires students to follow rules and call themselves out. • Obstacle Course - Using mats, cones, and other equipment you can create a course that promotes students to move their bodies over and under, across, below, zig-zag, etc. 		Differentiation for Diverse Learners
		Reinforcement: <ul style="list-style-type: none"> • Peer to peer practice • Modify equipment: increase size of ball, decrease weight of ball • Increase size of target
		Enrichment:

WALDWICK SCHOOL DISTRICT

PE CURRICULUM- Grade 1

- | | |
|---|---|
| <ul style="list-style-type: none">● Builders and bulldozers: The builders and bulldozers will move using a specific locomotor skill. The builders will pick the cones up and the bulldozer will knock it over with their hands. Each round lasts 1-2 minutes. If there are more cones standing up then knocked over the builders win, if there are more cones knocked over the bulldozers win.● Obstacle Courses - Students can demonstrate different body movements as well as ball-handling skills, and or moving their bodies at different levels.● K-2 Physical Education Activities | <ul style="list-style-type: none">● Demonstrate the skill to peers● Modify equipment: increase size of ball, decrease weight of ball● Decrease distance to target● Increase size of target |
|---|---|

Interdisciplinary Connections

- Math: 1.NBT.1.A 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- SEL Competencies: Self-Awareness, Self-Management and Relationship Skills
- Career Readiness, Life Literacies, and Key Skills: 9.4.s.CI.1 Demonstrate openness to new ideas and perspectives
- Computer Science and Design Thinking: 8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks

WALDWICK SCHOOL DISTRICT

PE CURRICULUM- Grade 1

Unit 2: Introduction to Team, Individual, and Dual Sports	Pacing Guide: 9-12 weeks	Standards 2.2.1.LF.2 Perform movement skills that involve controlling and adapting posture and balance to negotiate different types of equipment. 2.2.1.MSC.5: Adjust and correct movements and skill in response to feedback. 2.2.1.MSC.4: Describe different manipulative movements (e.g., throwing, catching, dribbling). 2.2.1.MSC.3: Demonstrate manipulative movements (eg throwing, catching, dribbling, kicking) while moving in general space 2.2.1.MSC.8: Demonstrate the responsibilities of offensive and defensive players. 2.2.1.PF.4: Identify strategies and demonstrate skills that enable team and group members to achieve goals within the constraints of a specific activity. 2.2.1.PF.1 Explain how regular physical activity impacts our personal health.
Essential Questions <ul style="list-style-type: none"> ● What does teamwork look like and sound like? ● How can I get better at games I play? ● Why is exercising good for me? 	Enduring Understandings <ul style="list-style-type: none"> ● I can balance. ● I can listen to feedback and correct movements. ● I can identify manipulative movements visually. ● I can perform manipulative movements independently in personal space. ● I can apply offensive and defensive strategies in modified sport related games. ● I can be a positive contributor to a group. ● I can identify skills to utilize for successful completion of a task. ● I can describe the benefits of regular exercise. 	
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT list benefits of regular physical activity. ✓ SWBAT demonstrate different offensive / defensive strategies in different game situations. ✓ SWBAT demonstrate correct technique with throwing, catching, kicking, and dribbling the majority of the time in a game situation. 		
Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Student behaviors ● Exit tickets ● On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. ● District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. ● Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		Materials <ul style="list-style-type: none"> ● Gym or outdoor space ● Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc
Suggested Activities: <ul style="list-style-type: none"> ● Hula Hoop Fitness Timer: Spin hoop and perform a 		Differentiation for Diverse Learners

WALDWICK SCHOOL DISTRICT

PE CURRICULUM- Grade 1

<p>specific set of exercise</p> <ul style="list-style-type: none">● Locomotor movements with a partner. Teacher and students feedback● Target toss: Using targets such as hula hoops, mats or anything else students will toss a yarn ball. Collect coins, sticks or something when scoring a point.● Champion pass: Place a lot of dots on the court. One person is the Quarterback and the other is receiver. They move to a spot and if they can catch it while standing on a dot they get to collect the dot and bring it back.● Soccer Shoot Out- Students dribble to a poly spot that is close to the soccer net. Trap/stop the soccer ball on the spot and try to shoot your soccer ball into the net. If you make the shot, pick up the poly spot and go back to your group. Play until all the poly spots are gone.● Bowling: One student is the bowler and the partner sets up the pins. It is important to help your partner and do your role to be successful.● Fitness stations: use stations to perform exercises. Discuss with class the body parts they use.● Red light, Green light● Battleship: Two teams of three play against each other across the playing area or gym. Set up the gym so you have one mat (ship) for each three students. Have the players in the game agree on how far the mats will be from each other. On the floor in front of each mat, set up four pins. Place a scooter (lifeboat) and four gator skin or soft balls (ammunition) on the mat to start. Designate someone to ride the lifeboat (scooter). The person on the scooter is the only person who can retrieve balls from the sea (gym floor) and bring them back to their mat (ship). However, the students on the mats may catch thrown balls or reach for them on the floor keeping one foot on the mat. The students on the mat are trying to knock down the pins at the other mat by throwing balls using correct overhand technique. At least one foot must be on their mat at all times.● When all the pins by your mat are knocked down, set them up and restart the game with another person on both teams' lifeboats.● Battleship, Toss Across, Snowball Fight, Basketball Pirates & Cookie Monsters Cookie Jar● Variety of team sports. Protect the pins: teams are divided and must protect their pins from falling down. So each team chooses defensive players and some are offensive. Students will switch roles in the second round.● Teacher led discussion● Manipulative Skills● K-2 Physical Education Activities	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none">● Peer to peer practice● Modify equipment● Decrease distance to target● Increase size of target● Increase number of attempts allowed● Increase amount of time allowed <p><i>Enrichment:</i></p> <ul style="list-style-type: none">● Peer teach/coach, demonstrate to class● Increase distance to target● Decrease size of target● Modify activity (only use one hand/foot, use non-dominant hand/foot)
--	---

WALDWICK SCHOOL DISTRICT

PE CURRICULUM- Grade 1

Interdisciplinary Connections

- Math: 1.NBT.1.A 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- SEL Competencies: Self-Awareness, Self-Management and Relationship Skills
- Career Readiness, Life Literacies, and Key Skills: 9.4.s.CI.1 Demonstrate openness to new ideas and perspectives
- Computer Science and Design Thinking: 8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks

WALDWICK SCHOOL DISTRICT

PE CURRICULUM- Grade 1

Unit 3: Lifestyle and Mindfulness Exploration	Pacing Guide: 9-12 weeks	Standards
Essential Questions <ul style="list-style-type: none"> • What does it mean to be healthy? • How can I show good sportsmanship? • Why is it good for me to take care of my body? • What does it mean to be mindful? 	Enduring Understandings <ul style="list-style-type: none"> • I can engage in moderate to vigorous activities in a variety of settings. • I can maintain an active healthy lifestyle outside of the school setting. • I can display good sportsmanship, • I can describe some positive experiences from participating in physical activities. • I can practice mindfulness. 	2.2.1.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.1.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). 2.2.1.LF.4: Identify physical activities available outside of school that are in the community. 2.2.1.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. 2.2.1.LF.1: Make and share personal connections between participating in physical activities and an increase in positive behaviors.
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT remain physically active for the majority of the time during the days lesson. ✓ SWBAT maintain an active and healthy lifestyle outside of school. ✓ SWBAT display good sportsmanship to their fellow classmates during the days lesson. ✓ SWBAT identify positive experiences they've had while participating in physical activities. 		
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Student behaviors • Exit tickets • On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. • District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. • Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		Materials <ul style="list-style-type: none"> • Gym or outdoor space • Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc
Suggested Activities: <ul style="list-style-type: none"> • Builders and bulldozers: The builders and bulldozers will move using a specific locomotor skill. The builders will pick the cones up and the bulldozer will knock it over with their hands. Each round lasts 1-2 minutes.If there are more cones standing up then knocked over the 		Differentiation for Diverse Learners
		Reinforcement: <ul style="list-style-type: none"> • Peer to peer practice

WALDWICK SCHOOL DISTRICT

PE CURRICULUM- Grade 1

<p>builders win, if there are more cones knocked over the bulldozers win.</p> <ul style="list-style-type: none"> ● Flexibility warm up using various yoga and stretching poses. Use poly spots or visual aides with movements. ● Allow students to use the playgrounds and teach proper ways to use them. This can be done early in the year to help with recess problems. ● Thank you Tag: If tagged a student must freeze. To unfreeze someone must give them a hi-5. The frozen student says "Thank you" and can unfreeze. ● Emotions/RULER tag: taggers will have noodles red, yellow, green and blue. Each color represents an emotion. If tagged by red you must freeze and show the emotion. When another friend stops and guesses your emotion you are free. ● Steal the bacon: Students are split into 2 sides and given a number. When the number is called they will run and try to get the object in the middle and bring it back to their spot. After each round all students should clap and say positive things to the people who just ran in. ● K-2 Physical Education Activities 	<ul style="list-style-type: none"> ● Decrease number of repetitions ● Modify activities (e.g., wall push-ups, knee push-ups, partial curl-ups) ● Place jump rope on floor ● Clearly outline steps to complete with visuals when possible
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Math: 1.NBT.1.A 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. ➤ SEL Competencies: Self-Awareness, Self-Management and Relationship Skills ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.s.Cl.1 Demonstrate openness to new ideas and perspectives ➤ Computer Science and Design Thinking: 8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks 	<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Peer teach/coach, demonstrate to class ● Increase number of repetitions ● Modify activities to make more challenging (e.g., ball push-ups, clap push-ups, curl-ups with feet up) ● Increase size or weight of jump rope ● Have students share mindfulness strategies in a video