Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 1 Physical Education Curriculum

Adopted by the Board of Education October 2022

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Physical Education

Curriculum Scope and Sequence			
Content Area	**Physical Education**	**Course Title/Grade Level:**	**1st Grade**

Topic/Unit Name		Suggested Pacing (Days/Weeks)
Topic/Unit #1	Intro to PE Environment/Fitness Warm up/Cooperative Activities	6 days
Topic/Unit #2	Recreation Outdoor Games: BB shooting, funnel ball, hopscotch	6 days
Topic/Unit #3	Locomotor skills, dodging,fleeing, tag games, scooter skills	20 days
Topic/Unit #4	Manipulative Skills (throwing,catching, striking, dribbling, kicking, passing,)	20 days
Topic/Unit #5	Dance Rhythmic Movement	6 days
Topic/Unit #6	Jump Rope	4 days
Topic/Unit #7	Field Games	6 days

Topic/Unit 1 Title	Intro to PE Environment/Fitness Warm up/Cooperative Activities	Approximate Pacing	6 days
STANDARDS			
NJSLS PE			
2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.EH.3: Demonstrate self-control in a variety of settings 2.1.2.EH.4: Demonstrate strategies for managing one’s own emotions, thoughts, and behaviors. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. 2.1.2.SSH.5: Identify basic social needs of all people. 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.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.8: Explain the difference between offense and defense 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). 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). 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.3: Explore the body’s range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).			
Interdisciplinary Connections:		**21st Century Skills:**	

1.OA.B.3. Apply properties of operations as strategies to add and subtract.2 Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) Example: Games/activities using myplate to discuss foods to eat that makes you feel good. Students will add and subtract foods on myplate discussing proper serving size. Tag games will be played incorporating healthy foods from myplate.	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Example: Students will play team building games which involve problem solving, skills could be applied later in life. Conflict/resolution using rocks, paper, scissors or decision making.
Technology Standards:	**Career Ready Practices:**
8.2.2.ITH.3: Identify how technology impacts or improves life. Example: Students will use technology to find different levels of exercises.	CRP9. Model integrity, ethical leadership and effective management. Example: Students will take charge of the warm up and show leadership when instructing to the class.
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
-How could we be responsible in the gym? -How could we be safe in the gym? -What are the rules and routines of the gym? -Why is Physical Education important in our life? -Where do we line up at the end of class? -Where do we go for emergency drills (cover all)?	
STUDENT LEARNING OBJECTIVES (Unit 1)	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: Classroom rules and expectations All safety drills Warm-up components Benefits of exercise	***Students will be able to:*** Perform the entire warm-up through a series of whistles Correctly and quickly perform all safety drills Locate squad spots Line up appropriately at the end of class

	Participate fairly in group activities Problem solve on their own
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	-Questions and answers at the end of the period
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	-Teacher observation of students practicing skills and procedures that are being taught. (Example: -Teacher verbalizes to class, “please line up for the fire drill….. please line up for the lockdown) -Point to where you line up at the end of class -Point to your squad line numbers/colors -Teacher Assessment on google sheet -Ongoing Rubric notes
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	-Student self assesses at the end of the period. -Thumbs up, thumbs down -Pair share to partner -exit slips
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Teacher ongoing checklist for each classroom to assess the material covered during the unit. (Example: where are the locations to line up at the end of class? Where do we line up for lockdown? Where do we line up for fire drill?)
RESOURCES	
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas.	
Supplemental materials: -Social Media	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Recreation Outdoor Games	Approximate Pacing	6

STANDARDS

NJSLS PE

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)
2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
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.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.8: Explain the difference between offense and defense.
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).
2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
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).
2.2.2. LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

Interdisciplinary Connections:	21st Century Skills:
1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <,> and =. Ex. Students will shoot basketballs into hoops and add up how many baskets were made by a team. They would later compare numbers identifying which team had the greater number.	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success Ex. Students will discuss why compromising with others will help you when you are older.
Technology Standards:	**Career Ready Practices:**
8.1.2.AP.4: Break down a task into a sequence of steps	CRP4. Communicate clearly and effectively and with reason.

Ex. Students will follow 4 square rules and break down the game step by step.	Ex. Students will reason with an opponent during the game of GaGa deciding who stays in the game.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS
-Explain how to start a game of hopscotch -Show where we go for basketball shooting and dribbling. -Name 3 sport skills used in funnel ball. -Name 2 locomotor skills used in hopscotch.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: -how to play recreational games with peers -how to play according to rules taught by PE teachers.	***Students will be able to:*** -explain the rules for various recreation outdoor games -properly apply skills in recreational games

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	- Questions and answers to check understanding -thumbs up or down at the end of period -exit slip
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	-Students will perform skills and teacher will record data in an ongoing database.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	-Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and self assessment rubric
Benchmark Assessments (used to establish baseline achievement data and measure progress towards	-ongoing teacher and student assessment

grade level standards; given 2-3 X per year)	
RESOURCES	
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas.	
Supplemental materials: -Social media	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Locomotor skills, dodging,fleeing, tag games, scooter skills	Approximate Pacing	20 days

STANDARDS

NJSLS PE

2.1.2.EH.3: Demonstrate self-control in a variety of settings
2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts, and behaviors.
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
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).
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).
2.2.2.N.1: Explore different types of foods and food groups
2.2.2.N.2: Explain why some foods are healthier to eat than others.
2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

Interdisciplinary Connections:	21st Century Skills:
Health 2.2.E.1 Identify basic and social and emotional needs of all people Ex. Students will discuss the social and emotional needs of others through a locomotor skill game.	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success Ex. Students will break down locomotor skills and match it to a sport skill.
Technology Standards:	**Career Ready Practices:**
8.1.2.AP.4: Break down a task into a sequence of steps Ex. Students will make a list of movement skills from easiest to most challenging.	CRP4.Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Ex. Students will discuss within their group why some movement skills are more challenging than others.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Explain the difference between a skip and gallop.
Explain the difference between a hop and jump
Perform and explain various locomotor skills.
Explain how to change speed from jogging to running.
Explain how to balance on two feet and one foot.
Explain how to safely sit and move on a scooter.
Explain how to safely flee and dodge away from someone.
Explain and show how to safely tag an opponent.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: skipping galloping jogging/running hopping/jumping fleeing/dodging	***Students will be able to:*** properly skip/gallop/jog/run/hop/jump in open space students will flee/dodge from an opponent in open space

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	- Questions and answers to check understanding -Thumbs up or down at the end of period -Exit slip
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	-Students will perform skills and teacher will record data in ongoing database.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	-Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and student self assessment
Benchmark Assessments (used to establish baseline achievement data and	-ongoing teacher assessment sheet to record baseline and progressions throughout the year.

measure progress towards grade level standards; given 2-3 X per year)	
RESOURCES	
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas.	
Supplemental materials: -Social media	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Dance Rhythmic Movement	Approximate Pacing	8 days

STANDARDS
NJSLS PE
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). 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 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). 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga)

Interdisciplinary Connections:	21st Century Skills:
1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups. 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups. Ex. Students will choose two dance moves and create a 4 beat dance.	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success Ex. Students will work solo to come up with a 4 beat dance. They must critically think on their own.
Technology Standards:	**Career Ready Practices:**
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. Ex. Students will enter their planned dance into a spreadsheet and put all the steps in dance order.	CRP4.Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Ex. Students will plan a dance and perform their dance in front of the teacher.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
-Introducing a 4 wall dance -Introducing a line dance -Can you clap out a 4 beat tempo**?** -Can you move in your own personal space while still following the beat of the music?	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: -what is a 4 beat tempo -what is a 4 wall dance -what is a line dance	***Students will be able to:*** -move to a 4 beat tempo -to perform a 4 wall dance -perform a line dance -free style dance in their open space
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	-questions and answers at the end of the period -thumbs up or down at the end of period -pair share at the end of the period -exit slip
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	-Students will perform skills and teacher will record data in ongoing database.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	-Students will be asked to perform dance moves and teacher will make appropriate recommendations or modifications to assist students -Students will show ways of keeping up with the tempo of the music -Teacher and student self assessment
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	-ongoing teacher assessment sheet to record baseline and progressions

RESOURCES
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas.
Supplemental materials: -Social media
Modifications for Learners
See appendix

Topic/Unit 5 Title	Field Games	Approximate Pacing	6 days

STANDARDS

NJSLS PE

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
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.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.8: Explain the difference between offense and defense.

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).
2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
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).
2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

Interdisciplinary Connections:	21st Century Skills:
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8+6=8+2+4=10+4=14); decomposing a number leading to a ten (e.g., 13-4=13-3-1=10-1=9); using the relationship between addition and subtraction (e.g., knowing that 8+4=12, one knows the 12-8=4); and creating equivalent but easier or known sums (e.g., adding 6+7 by creating the known equivalent 6+6+1=12+1=13).	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success Ex. Students will work in a large group while keeping all objects balanced on the large parachute.

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Ex. Students will total up the number of bases they were able to pass through a field game.	
Technology Standards:	**Career Ready Practices:**
8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. Ex. Students will browse and search for different field games they would like to build and play in person.	CRP5. Consider the environmental, social and economic impacts of decisions. Ex. Students will build games outside and must consider the weather and temperature before building their game.
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
-How do you work together in open space? -What are problems you may encounter during a competitive game? and how do you solve those problems? -Could you point out the offense and defense? -How do you show good sportsmanship? -What are physical and mental benefits of playing outside games? -Which movement skills and locomotor skills will be essential in this unit?	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: -how to overhand throw -how to underhand throw -how to catch	***Students will be able to:*** manipulate an object overhand throw and catch underhand throw and catch throw to a stationary target
ASSESSMENT OF LEARNING	

Summative Assessment (Assessment at the end of the learning period)	-questions and answers at the end of the period -thumbs up or down at the end of period -pair share at the end of the period -exit slip
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	-Students will perform skills and teacher will record data in ongoing database.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	-Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and student self assessment
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	-ongoing teacher assessment sheet to record baseline and progressions
RESOURCES	
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas.	
Supplemental materials: -Social media	
Modifications for Learners	
See appendix	

Topic/Unit 6 Title	Jump rope	Approximate Pacing	4 days

STANDARDS

NJSLS PE

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.
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).
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).

Interdisciplinary Connections:	21st Century Skills:
1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements. Ex. During jump rope students will develop their eye and hand coordination and recognize how body parts and joints work together as they jump rope.	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success Ex. Students will discuss the benefits of learning how to jump rope now and how it will help us later.
Technology Standards:	**Career Ready Practices:**
8.2.2.ITH.3: Identify how technology impacts or improves life. Ex. Students will use a pedometer to increase their steps and exercise.	CRP3. Attend to personal health and financial well-being. Ex.Students will discuss how they feel when they exercise, are they happy ? sad? not sure? If they feel well, will they make better choices?

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

-How does jumping rope benefit your body?
-Which muscles are getting stronger while jumping rope?
-Discussing increases and decreases in heart rate.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: -how to choose a jump rope for their height -how to turn a short rope -howto take their heart rate	***Students will be able to:*** -turn and jump over a short rope -coordinate jumping and turning -discuss increased and decreased heart rate

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	-questions and answers at the end of the period -thumbs up or down at the end of period -pair share at the end of the period -exit slip
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	-Students will perform skills and teacher will record data in ongoing database.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	-Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and student self assessment
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	-ongoing teacher assessment sheet to record baseline and progressions

RESOURCES
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure

-Responsive Classroom for Music, Art, PE, and Other Specials Areas.
Supplemental materials: -Social media
Modifications for Learners
See appendix