



Physical Education Curriculum Guide - First Grade

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; ● In ensuring that the district has a well-trained, highly qualified and competent staff; ● In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

Physical Education Domains:

- Motor Skill Development
 - Movement Skills and Concepts
 - Strategy
 - Sportsmanship, Rules and Safety
- Fitness
- Physical Activity

Practices:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

PACING CHART

Unit	Time Frame
Unit 1: Skills Development Traveling Chasing, Fleeing, Dodging Jumping, Leaping, Landing Balancing Weight Transfer and Rolling Kicking and Punting Throwing and Catching Volley and Dribbling	40-45 days
Unit 2: Fitness Fitness Components Games Spatial Awareness Game Strategies Safe Movements	35-40 days
Total	75-85 days

Educational Technology

Indicators: 8.1.2.A.4, 8.2.2.B.1

- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **(Unit 1)**
- Identify how technology impacts or improves life. **(Unit 2)**

21st Century Life and Careers Skills

Indicators: 9.1.4.A.1, 9.2.4.A.2

- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. **(Unit 1)**
- Identify various life roles and civic and work-related activities in the school, home, and community. **(Unit 2)**

Career Ready Practices

Indicators: CRP3, CRP4, CRP6

- Attend to personal health and well-being. **(Unit 1, Unit 2)**
- Communicate clearly and effectively and with reason. **(Unit 1, Unit 2)**
- Demonstrate creativity and innovation. **(Unit 1)**

Grade: 1	Content: Physical Education	Unit 1: Skills Development
Topics: Traveling, Chasing, Fleeing, Dodging, Jumping, Leaping, Landing, Balancing, Weight Transfer, Rolling, Kicking, Punting, Throwing, Catching, Volleying, and Dribbling		Time Frame: 40-45 days
<p>New Jersey Student Learning Standards:</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, and musical style.</p> <p>2.5.2.A.4 Correct movement errors in response to feedback.</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.B.2 Explain the difference between offense and defense.</p> <p>2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● Why do we have to learn different movements? ● How does moving around keep you healthy? ● What is open space? ● Why is movement important? ● Why must you know and follow the rules of the game? ● What is good sportsmanship? ● How should you dribble in your activity? ● How should you volley in your activity? ● How should you strike in your activity? 		<ul style="list-style-type: none"> ● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. ● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.

- What is the best way to catch and throw?
- What arm do you throw with?
- What foot should you step with when throwing?
- What things can you kick?
- What part of your foot do you use to strike the ball?
- Where do you plant your non-kicking foot?
- How do you kick the ball to the correct place?
- How does body awareness affect your health?
- What is the safest way to perform your task?
- How does jumping, leaping and landing affect health? Why is it important to learn how to take off and how to land softly and correctly?
- Why is balance important?
- Who and what are you trying to avoid to stay safe?
- What is personal space?
- How do you keep personal space?
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- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
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- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Performing balancing activities allows us to continue to grow in life.
- Cooperative strategies are necessary for all players to be successful in game situations.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.

Skills

Students will be able to:

- Explain movement skills in isolated and applied settings.
- Perform movement skills in isolated and applied settings.
- Demonstrate changes in time, force, and flow when performing movement skills.
- Move between personal and general spaces at different levels. □ Correct movement errors.
- Develop, identify, apply and improve locomotive and traveling skills: Climb, Walk, Run, Hop, Jump, Skip, Slide, Leap, Gallop.

- Develop and apply the skills necessary to volley, dribble and striking: Bounce, Catch, Dribble (hands, feet), Volley (overhand, underhand), Underhand Serve, Strike
- Develop and apply the skills necessary for throwing and catching: Self-Pass, Overhead Throw, Underhand Throw, One-Hand Throw, Two-Hand Pass, High-Level Catch, Low-Level Catch

- Develop and apply the skills necessary for kicking and punting: Partner or Wall Passing, Target Striking for Distance and Accuracy, Trapping
- Develop and Apply the skills necessary to complete the following activities: Log Roll, Forward Roll, Tumbling, Cartwheel Variations
- Develop and apply the motor skills necessary to: Jumping, Leaping, Jump Rope, Hurdles, Weight Transfer, Balance

Vocabulary			Resources	Assessment/Project
Walk Jump Leap Dribble Serve Overhand Throw Two-Hand Pass Passing Goal Target Cartwheel Agility Chase Fake	Run Skip Gallop Climb Strike Underhand Throw High-Level Catch Shooting Point Log Roll Tripod Landing Dodge Boundary	Hop Slide Catch Volley Self-Pass One-Hand Throw Low-Level Catch Team Work Trap Forward Roll Balance Coordination Catch Ready Position	PE Central www.pecentral.com <ul style="list-style-type: none"> ● AAPHERD http://www.aapherd.com/ ● SHAPE America ● http://www.shapeamerica.com 	Formative Assessments: <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion Summative Assessments: <ul style="list-style-type: none"> <input type="checkbox"/> Written Test ● Performance Test ● Peer Assessment Alternative Assessment: <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	<p>Music: Apply tempo, beat, and rhythm to various motor skill activities to show how they can support coordination and balance. (1.3.2.B.1)</p> <p>Dance: Focus on maintaining personal space when performing movement activities. (1.3.2.A.3)</p>
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time Lead-up games only ● Modifications in equipment or playing area Addition of special game rules for medical or other limitations ● Assign students a Bilingual or Englishspeaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students 	
Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> □ Use a whistle to demonstrate start and stop times. □ Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Teach basic survival English, such as “bathroom”, “lunch”, “home”. 	<ul style="list-style-type: none"> □ Demonstrate/model the activity for the students. □ Ask students to categorize objects. □ Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. 	<ul style="list-style-type: none"> □ Develop non-verbal cues, such as holding up a hand to say “stop.” □ Ask literal questions-who, when, where, what. □ Ask questions with 1-3 word answers. □ Ask questions with an either/or option. □ Ask students to list, name, tell, which, categorize, draw, label, or create.

<ul style="list-style-type: none"> □ Help the student to learn the classroom and school routines. □ Use visuals such as pictures, gestures, and pointing. □ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> □ Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> □ Provide sentence and answer frames. □ Ask the student to write a sentence or so to describe a picture.
Expanding	Bridging	Reaching
<ul style="list-style-type: none"> □ Mark/Label positions on playing space using pictures or symbols. • □ Ask how and why questions. Check for understanding by asking students to tell you what something means. Students can paraphrase the assignment to you. □ Ask student to tell about, describe, explain. • □ Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> □ Use sentence frames to teach discipline specific vocabulary. Support the context with videos of activities students may not have background knowledge with. □ Ask how and why questions. □ Ask student to tell “what would happen if questions, Tell me as much as you can about....” □ Check for understanding of academic vocabulary. □ Give the student a list of target words for each unit of study. □ Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> □ Collaborate with peers and use academic vocabulary while executing a movement skill. □ Ask student to tell about, describe, or explain. □ Ask student to explain similarities and differences. □ As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. Students should have a list of target words for each unit of study. □ Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> Use well defined boundaries and reduce the playing area. Extra time for assigned tasks Communication system between home and school • □ □ □ Provide a warning for transitions • □ □ Buddy students with peers Provide immediate feedback Visual and verbal reminders 	<ul style="list-style-type: none"> • Decrease the distance and provide oral prompts to skill directions. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 1	Content: Physical Education	Unit 2: Fitness
Topics: Fitness Component, Games, Spatial Awareness, Game Strategies, Safe Movements		Time Frame: 35-40 days
<p>New Jersey Student Learning Standards:</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important. 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.A.4 Correct movement errors in response to feedback. 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. 2.5.2.B.2 Explain the difference between offense and defense. 2.5.2.B.3 Determine how attitude impacts physical performance. 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals. 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship. 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health. 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.</p>		

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● Why is movement important? ● Why must you know and follow the rules of the game? ● What is good sportsmanship? ● What plan did you/your team use to be successful? ● What is cooperative game play? ● How did you cooperate with others? ● Why do games have rules? ● Why shouldn't we take risks that can cause harm to yourself and others? ● Which fitness activities do you like? ● How much exercise should we do each day? ● How does exercise keep you healthy? ● Are exercise and playing the same thing and why? ● Do we all move the same way? ● How does effective and appropriate movement affect your health? ● What is personal space? 	<ul style="list-style-type: none"> ● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. ● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. When you feel comfortable and confident when performing motor skills, you are more likely to participate in health-enhancing forms of physical activity throughout life. ● Introducing offensive, defensive and cooperative game planning in order for all players to be successful in game situations. Cooperation enables students to succeed with others to the best of their ability. ● When you feel comfortable and confident when performing motor skills, you are more likely to participate in health-enhancing forms of physical activity throughout life. ● Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to one self and others. ● Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise. ● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. ● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. ● It is important to understand how to move and why it is necessary.
Skills	

Students will be able to:

Explain the connection between physical activity and personal health.

- Explain what it means to be physically fit.
- Engage in moderate to vigorous age-appropriate activities.
- Develop a fitness goal.
- Monitor individual progress.
- Develop and apply the skills necessary to play a game with other students.
- Differentiation between competitive and cooperative games.
- Work with others.
- Follow rules and etiquette for sportsmanship.
- Accept the outcome of your activity.
- Develop and apply the coordination to participate in various activities such as: Tag Games, Modified Games, Cooperative Games.
- Develop and apply the skills necessary to demonstrate good technique when participating in games: Offense, Defense, Player Position, Faking, Dodging, Defending Space
- Develop and apply the skills necessary to ensure safe movements during physical activity: Cues, Directions, Use of Vocabulary, Safety Rules, Sportsmanship, Personal Responsibility.
- Develop and apply the skills necessary to demonstrate physical fitness: Cardiovascular Endurance, Muscular Endurance, Balance, Flexibility, Speed, Fitness Goals.
- Develop and apply the skills necessary to demonstrate spatial awareness.

Vocabulary			Resources	Assessment/Project
Partner Strategy	Teammate Rules Score	Sportsmanship Cooperative Game Player Positioning Cooperation Cues Fitness Balance Flexibility	PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ SHAPE America ● http://www.shapeamerica.com ●	Formative Assessments: <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Lesson Check ● Classroom Discussion Summative Assessments: □ Written Test <ul style="list-style-type: none"> • Performance Test • Peer Assessment Alternative Assessment: <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.
Competitive Game Fake Boundaries Stretching Strength Personal Space	Dodge Directions Warm-Up Endurance Core General Space			

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time Lead-up games only • Modifications in group size during • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or Englishspeaking buddy • 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students • Cross-curricular activities 	<ul style="list-style-type: none"> • Predict and object relative speed, path, or how far it will travel using various forces and surfaces. (K-2-ETS1-3)

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Use visuals to support students with activities. Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use "point to", "circle", "find", "show me", "draw", "match". <input type="checkbox"/> Teach basic survival English, such as "bathroom", "lunch", "home". <input type="checkbox"/> Help the student to learn the classroom and school routines. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Create "I need" cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> language. <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Present information using modeling and videos to demonstrate expected execution of skills. Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize a total physical response approach to demonstrate skills. <input type="checkbox"/> Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers. <input type="checkbox"/> Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> □ Have students use songs and games that require following along with a model to facilitate language. □ Ask how and why questions. Check for understanding by asking students to tell you what something means. □ Students can paraphrase the assignment to you. Ask student to tell about, describe, explain. 	<ul style="list-style-type: none"> □ Use picture cards with labels to explain fitness moves (i.e. high kneeling, etc.). □ Ask how and why questions. □ Ask student to tell “what would happen if questions, Tell me as much as you can about....” □ Check for understanding of academic vocabulary. Give the student a list of target words for each unit of study. □ Explicit instruction on function words (i.e. 	<ul style="list-style-type: none"> □ Ask students to explain their fitness goal using vocabulary that was previously taught. Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. As student to tell “Why do you think...?” or “What would you recommend?” Make modifications to assignments and tests as necessary.
<ul style="list-style-type: none"> □ Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. Provide sentence frames showing use of transition words. 	<p style="text-align: center;">“however”, “moreover”, “in contrast”, etc.)</p>	<ul style="list-style-type: none"> □ Students should have a list of target words for each unit of study. □ Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> • Slow the pace of the activity or lengthen the time needed to complete a fitness activity. • Extra time for assigned tasks • Communication system between home and school • Provide a warning for transitions • Buddy students with peers • Provide immediate feedback • Visual and verbal reminders 	<ul style="list-style-type: none"> • Give continuous verbal and/or visual cues when executing fitness activities. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers