

Winslow Township School District
Grade K
Unit 2: Fitness

Overview: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Core Idea	Indicator #	Performance Expectations	Essential Questions
Unit 2: Fitness	<ul style="list-style-type: none"> • 2.2.2.PF.1 • 2.2.2.PF.2 • 2.2.2.PF.3 • 2.2.2.PF.4 • 2.2.2.LF.1 • 2.2.2.LF.2 • 2.2.2.LF.3 • 2.2.2.LF.4 • WIDA1 	<ul style="list-style-type: none"> • Five components of fitness: cardiovascular, endurance, muscular strength, muscular endurance, flexibility, body composition • Engage in fine motor skill and gross motor skill activities that promote fitness. 	<ul style="list-style-type: none"> • How can I utilize fine motor skills to improve my fitness levels during physical activities? • How can I utilize gross motor skills to improve my fitness levels during physical activities?
Unit 2: Enduring Understandings	<ul style="list-style-type: none"> • Research indicates fine motor skills involve the use of the smaller muscle of the hands. Fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine motor skills require a number of independent skills to work together in order to increase physical fitness. • Research indicates gross motor skills involve the use of larger muscle groups. Gross motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient gross motor skills require a number of independent skills to work together in order to increase physical fitness. • Utilizing gross and fine motor skills concurrently allows us to become more efficient in developing our physical fitness. A higher level of fitness will help maintain a healthy lifestyle. 		<ul style="list-style-type: none"> • How can I utilize gross and fine motor skills to improve fitness and skill levels while participating in physical activities?

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Curriculum Unit 2	Standards		Pacing	
			Week	Unit Weeks
	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).	1	6
	2.2.2.PF.2	Explore how to move different body parts in a controlled manner.	.5	
	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).	.5	
	2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.	1	
	2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors	.5	
	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.	1	
	2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).	.5	
	2.2.2.LF.4	Identify physical activities available outside of school that are in the community.	.5	
	Assessment, Re-teach and Extension		.5	

Physical Education Curriculum – Grade K –
Unit 2 Fitness

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Unit 1 Grade K		
Content Statement	Indicator #	Indicator
The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	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.
Exploring wellness components provide a foundational experience of physical movement activities.	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).
Resources that support physical activity are all around you.	2.2.2.LF.4	Identify physical activities available outside of school that are in the community.

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Unit 1 Grade K	
Assessment Plan	
<p>Performance Tasks: Students will be formatively assessed. Assessments will be ongoing and performance- based. Performance will be defined as M-mastery, D-Developing, or NE-Not evident.</p> <ul style="list-style-type: none">• To what degree does the student demonstrate an ability to mimic exemplar fine motor actions in isolation.• To what degree does the student demonstrate an ability to improve their ability to persist with fine motor tasks.• To what degree does the student demonstrate an ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides.• To what degree does the student demonstrate an ability to skillfully manipulate tools, objects, props, and/or equipment with control to complete developmentally appropriate activities.• To what degree does the student demonstrate an ability to reflect on their performance and make adjustments in an effort to improvement fine motor movement.	<p>Alternative Assessments:</p> <ul style="list-style-type: none">• Teacher observation, participation, skill grade, teacher critique.

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Resources	Activities
<ul style="list-style-type: none">• http://handsonaswegrow.com/get-the-kids-moving-activities/• STOP Follow Directions Song by Patty Shulka• PEcentral.org• The Physical Educator: Standards-Based PE Games• Mr. Gym.com• Sparkpe.org <p><u>Other activities:</u></p> <ul style="list-style-type: none">• Lighthouse• Reaction time by a student dropping a ruler between the partners fingers• Spiders• Stations off cardiovascular activities; Students reflect on which stations increased their heart rate the most/least, and their reasoning to their discovery.• Movement Tag• Through the Forest• Musical Hoops• Traverse wall with manipulatives (tennis ball on blue holds - turn and toss into bucket)• Jump Rope <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<p>2.2.2.PF.1</p> <ul style="list-style-type: none">• Students will engage in a variety of activities and or games which require students to utilize gross motor skills to complete tasks. <p>2.2.2.PF.2</p> <p><u>Suggested Activities:</u></p> <p>Balance Beam Bend and Grab:</p> <ul style="list-style-type: none">• Have students walk on balance beam and bend down to collect smaller objects like a tennis ball, puzzle piece, bean bag, etc. Vary level of beam to accommodate students' ability level. <p>Juggling Scarves</p> <ul style="list-style-type: none">• Students will learn how to juggle scarves: Hold 1 scarf and leave the other 2 on the floor. Lift your arm high across your body, and flick your wrist to release the scarf. Catch the scarf at waist level with the opposite hand (up, catch). Practice with your R and L hands. Hold 2 scarves, 1 in each hand, at waist level. Lift your R arm up and across your body, and release the scarf. Lift your L arm up and across your body, and release the scarf (your arms make an "X"). Catch the scarves at waist level, first with your L hand, then with your R (up, up, catch, catch). <p>Bucket</p> <ul style="list-style-type: none">• Have teams of students collect a variety of objects, transfer them into a bucket, and place them in a container located in a designated area. Objects should be small and promote fine motor dexterity. Consider using paper clips, pennies, marbles, and ping-pong balls.

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	<p>Creative Moves</p> <ul style="list-style-type: none">• Think about how would you move to show: Hop – crawl – gallop – sizzle – splash – dive – swim – pour – sneak – melt – reach – spin – stretch – hammer – fall – twist. Use a variety of gross motor actions to complete a specific activity such as a relay. Creative moves can also be used during station transitions. <p>Freeze Dance</p> <ul style="list-style-type: none">• Students move in response to music utilizing a variety of gross motor actions. Student will freeze when the music stops or signal is given.
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Instructional Best Practices and Exemplars

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| 1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations | 6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Physical Education curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations:

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed.
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade K WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• Relate to and identify commonalities in Phys Ed practices in students home country• Speak and display terminology and movement• Teacher Modeling• Peer Modeling• Label Classroom Materials - Word Walls	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• Students can complete extend research outside of the classroom• Inquiry-based instruction• Higher order thinking skills• Adjusting the pace of lessons• Interest based content• Project Based Learning• Real world scenarios• Student Driven Instruction• Gifted Programming Standards• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy• REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections

ELA - NJSLS/ELA:

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.