

Ocean Academy Charter School  
Curriculum Guide  
Grade 1 - Physical Education



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| <b>Original Adoption:</b> | August 2025                      |
| <b>Created by:</b>        | Amy LaBarca and Dariaknna Yencer |

| OCEAN ACADEMY CHARTER SCHOOL<br>Physical Education Grade 1 Curriculum |                                         |
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| <b>Content Area:</b> Physical Education                               |                                         |
| <b>Course Title:</b> Physical Education                               |                                         |
| <b>Grade Level:</b> 1                                                 |                                         |
| Unit Title                                                            | Pacing Guide in Days                    |
| Movement/ Rhythm                                                      | 24 Days (PE is conducted 2 days a week) |
| Cooperative Games/ Team activities                                    | 24 Days (PE is conducted 2 days a week) |
| Fitness/ Wellness                                                     | 24 Days (PE is conducted 2 days a week) |

| OCEAN ACADEMY CHARTER SCHOOL<br>Unit 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                          |
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| <b>Content Area:</b> Physical Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                          |
| <b>Unit Title:</b> Movement/Rhythm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Duration:</b> 24 Days (PE is conducted 2 days a week) |
| <b>Target Course/Grade Level:</b> 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                          |
| <p style="text-align: center;"><b>Introduction/Unit Focus:</b></p> <p>In this unit, first grade students will begin to explore the foundations of physical movement, fitness, and healthy habits. Through a variety of fun and structured physical activities, they will learn how their bodies move in space and begin developing essential movement skills. These skills include traveling from one place to another (like running, hopping, and skipping), staying in place while moving parts of the body (like stretching or bending), and using equipment to control objects (such as throwing or kicking a ball). Students will also begin to</p> |                                                          |

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understand important concepts such as where and how they move, how their body works, and how to move safely with others and equipment.

As students become more aware of how their bodies move, they will also begin learning about physical fitness and how to build healthy habits. The unit will introduce basic fitness concepts, including moving with energy, improving strength and flexibility, and participating in different types of physical activities to help their bodies grow strong and stay healthy. The goal is to encourage daily activity and a positive attitude toward movement as part of a healthy lifestyle.

In addition to physical activity, students will explore the importance of good nutrition. They will learn how the foods they eat help give them energy and support their health. Basic lessons on choosing healthy snacks, balanced meals, and drinking enough water will help students understand how to take care of their growing bodies. By combining physical activity, movement skills, and nutrition knowledge, this unit lays the foundation for making healthy choices that can support lifelong wellness.

**Disciplinary Concepts for the Unit:**

**Standard 9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**Standard 9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Standard 8.1 Computer Science**

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

**Standard 8.2 Design Thinking**

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

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**Diversity and Inclusion**

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
  - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
  - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
  - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Disciplinary Concepts and Core Ideas**

**Movement Skills and Concepts**

**Cooperative Games/ Team activities**

**Lifelong Fitness**

**Comprehensive Health and Physical Education Practices**

Movement Skills and Concepts

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

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|                                 | <p>Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).</p>                                                                                                                                                                                                                                                                                                          |
| Physical Fitness                | <p>Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.</p>                                                                                                                                                                                                                                                                                                                                  |
| Lifelong Fitness                | <p>Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p> |
| Nutrition                       | <p>Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.</p>  |
| Engaging in an active lifestyle | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the</p>                                                                                                                                                   |

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|                                                                                                                                                                                                                                                                                                     | immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Setting goals                                                                                                                                                                                                                                                                                       | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.                                                                                                                                                                                                                                                                                                                                                                                                  |
| Using technology tools responsibly                                                                                                                                                                                                                                                                  | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.                                                                                                                                                                                                                                                                                           |
| <b>Focus Standards (Major Standards)</b> <a href="https://www.nj.gov/education/cccs">https://www.nj.gov/education/cccs</a>                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Core Idea</b>                                                                                                                                                                                                                                                                                    | <b>Performance Expectation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities. | <ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>• 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).</li> <li>• 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li> </ul> |

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| Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety. | <ul style="list-style-type: none"> <li>• 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.</li> </ul>                                                                                                                                                                           |
| Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.                                    | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul> |

**New Jersey Student Learning Standards: Interdisciplinary Connections**  
<https://www.nj.gov/education/cccs>

- Reading Language Arts
  - SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
  - SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- Science
  - K-2 ETS1: Engineering Design
  - K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

**New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide**

**Core Ideas and Performance Expectations (Identified with Standard Number and statement)**

|                                                                                  |                                                                                                                                                                                               |
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| There are actions an individual can take to help make this world a better place. | 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.<br><br>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. |
| Brainstorming can create new,                                                    | 9.4.2.Cl.1: Demonstrate openness to new ideas and                                                                                                                                             |

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| innovative ideas                                                                                                      | perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).<br><br>9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).                                                                                                                                                                                                                                  |
| Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.   | 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGl.2).<br><br>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).<br><br>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| <b>New Jersey Student Learning Standards: <a href="#">Computer Science and Design Thinking Articulation Guide</a></b> |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Core Ideas</b>                                                                                                     | <b>Performance Expectations (Identified with Standard Number and Statement)</b>                                                                                                                                                                                                                                                                                                          |
| The availability of technology for essential tasks varies in different parts of the world                             | 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.                                                                                                                                                                                                                                                                     |
| Human needs and desires determine which new tools are developed                                                       | 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.<br><br>8.2.2.ITH.2: Explain the purpose of a product and its value.                                                                                                                                                                                                                                       |
| <b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b>                                  |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Core Ideas</b>                                                                                                     | <b>Performance Expectations (Identified with Standard Number and Statement)</b>                                                                                                                                                                                                                                                                                                          |
| People in the community work to keep us safe.                                                                         | 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.                                                                                                                                                                                                                                                                                         |

| Knowledge and Skills                                                                                                                                                                                                                                                                                       |  |
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| <b>Unit Learning Targets (Objectives):</b><br><i>Students will be able to...</i> <ul style="list-style-type: none"> <li>➤ Move safely and carefully around others using different directions, levels, and pathways.</li> <li>➤ Follow movement directions using music, rhythm, or teacher cues.</li> </ul> |  |

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- Practice starting, stopping, and changing speed and direction while moving through space.
- Use their bodies to show balance, weight support, and different shapes.
- Perform basic movement skills like jumping, hopping, throwing, catching, and balancing with control.
- Show creative movement using stories, music, or poems.
- Notice and fix how they move based on teacher feedback.
- Change how they move depending on the space or challenge (like moving around a cone or dancing with a partner).
- Use movement words like "hop," "twist," "fast," or "slow" to describe what they do.
- Work with others respectfully during games and movement activities.

**Unit Enduring Understandings:**

*Students will know...*

- Personal space is important for moving safely around others.
- Music and rhythm can help us move in fun and different ways.
- We can change our movement based on what's around us or who we're working with.
- Listening and watching carefully helps us move the right way.
- Our body can move in many ways and learning how it works helps us stay active and safe.
- Simple movement words help us talk about and improve how we move.

**Unit Essential Questions:**

- What is rhythm, and how can it help me move?
- Why is it important to stay in my own space when we play?
- How can I move safely in the gym or on the playground?
- What do I do if I hear a stop or go signal during a game?
- How can music or stories help me come up with new ways to move?

**Instructional Plan**

-Students will be able to demonstrate and practice locomotor, non-locomotor and manipulative skills before combining them to play more complex games and sports.

-Students will be able to demonstrate and practice motor skills, spatial awareness, laterality, directionality and visual motor integration that can be applied to a wide range of activities.

-Students will be able to demonstrate the ability to describe and adapt different movement skills and concepts to improve performance.

-Students will explore the elements of dance through creative movement, rhythmic activities with equipment, and social dance as a lifetime physical activity.

-Students will establish a beginning movement vocabulary for body awareness, spatial awareness, effort and relationships (including direction, level and time)

-Students will demonstrate positive social and personal behaviors relative to activities.

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**Suggested activities:**

Walking, running, hopping, skipping, leaping, jumping, rhythm sticks, parachute play, rhythmic locomotor skills, movement exploration, jump rope, hoops, playground, dance.

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

**Summative Assessments**

- Pre-test, test, and daily work
- Teacher made assessments

**Benchmark Assessments:**

- Interim assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Projects
- Hands on exploration activities

**Suggested Options for Differentiation**

**Special Education**

- Provide visual cues, demonstrations, and modeling for all physical tasks
- Break skills into smaller, sequential steps with guided practice
- Allow peer support or assign a student “buddy” during activities
- Use adapted equipment (lighter balls, larger targets, shorter distances)
- Offer preferential space/positioning for safety and visibility
- Allow additional time for skill practice or game participation
- Provide rest breaks when needed
- Modify activities to reduce physical strain while maintaining participation
- Follow all IEP accommodations and modifications

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### **Students with 504 Plans**

- Allow flexible participation options based on physical needs (e.g., walking instead of running)
  - Provide adapted equipment when required by the 504 plan
  - Offer alternative assignments when full participation is not possible (e.g., scorekeeper, referee, or strategy coach)
  - Allow extended time to complete skill demonstrations
  - Provide accessible space and safe movement routes during activities
  - Follow all accommodations outlined in the 504 plan
- 

### **Students at Risk of Failure**

- Offer small-group instruction and extra demonstrations of skills
  - Pair with supportive peers for encouragement and guided practice
  - Provide simplified tasks or reduce the number of required repetitions
  - Reinforce positive participation and effort over performance outcomes
  - Use visuals and step-by-step checklists to reinforce activity rules and routines
  - Allow extra practice opportunities outside of class time
- 

### **Gifted and Talented**

- Provide opportunities for student leadership roles (team captain, activity leader)
  - Offer enrichment through advanced skill drills, strategy-based games, or choreography design
  - Encourage independent exploration of new movement patterns or fitness challenges
  - Integrate cross-curricular connections (e.g., math with scoring, science with body movement)
  - Allow choice in activity selection to encourage creativity and self-direction
  - Design differentiated tasks that emphasize higher-level problem solving (e.g., modifying rules to create new games)
- 

### **Multilingual Learners (MLs)**

- Use visuals, gestures, and demonstrations instead of relying solely on verbal instructions
- Pre-teach movement and safety vocabulary with pictures or props
- Pair with a peer who models and explains directions clearly
- Provide step-by-step directions with simple language and repetition
- Label equipment and spaces in both English and home language where possible

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- Allow responses through demonstration instead of requiring verbal answers

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**Diversity and Inclusion**

- Incorporate games, dances, and movement activities from diverse cultures
- Use inclusive language that values all students and family structures
- Provide alternative clothing options for participation when cultural or religious needs arise
- Encourage cooperative games and activities that promote teamwork and respect
- Offer choice in activities to ensure all students feel included and successful
- Establish clear routines and expectations to create a safe and supportive learning environment

**Supplemental Resources**

**Teacher Notes**

**OCEAN ACADEMY CHARTER SCHOOL**  
**Unit 2**

**Content Area:** Physical Education

**Unit Title:** Cooperative Games/ Team activities

**Duration:** 24 Days (PE is conducted 2 days a week)

**Target Course/Grade Level:** 1

**Introduction/Unit Focus:**

In first grade physical education, students begin to build a strong foundation in how their bodies move and how to stay healthy and active. They will explore movement skills and concepts by learning the basics of moving in different ways, such as walking, running, hopping, skipping, balancing, and throwing. These movement skills are grouped into three main categories: locomotor (moving from place to place), non-locomotor (staying in one place but moving parts of the body), and manipulative (using objects like balls, scarves, or hoops to practice tossing, catching, kicking, and more). Students also learn about body awareness (what their body can

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do), spatial awareness (how to move safely around others), and movement qualities like speed, direction, and energy.

Along with learning how to move, students will begin to understand the importance of physical fitness. Fitness helps us have the energy to play, learn, and do daily activities. First graders will participate in fun exercises that strengthen their muscles, improve heart and lung health, and help their bodies become more flexible. They will also begin to notice how their bodies feel after activity, learning how movement can boost both energy and mood.

A big part of this unit focuses on developing lifelong fitness habits. Students will learn that being active every day can help them stay healthy now and in the future. They'll talk about making choices that support their health, like playing outside, joining games with friends, and being active with their families. Emphasis will be placed on trying new activities, working together, and understanding that being active can be fun and rewarding, not just competitive.

Another key component of this unit is nutrition. Students will be introduced to the idea that what they eat affects how their bodies grow and feel. They will learn the basics of healthy food choices, including fruits, vegetables, grains, protein, and dairy, and how to balance eating with moving. Discussions will include the importance of drinking water, eating healthy snacks, and understanding the difference between "anytime" foods and "sometimes" foods. These lessons will help them begin to build healthy habits that last a lifetime.

Throughout this unit, students will grow in confidence as movers and begin to understand how staying active and eating well helps their body and brain work their best: at school, at home, and at play.

**Disciplinary Concepts for the Unit:**

**Standard 9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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## Disciplinary Concepts and Core Ideas

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| <b>Movement Skills and Concepts</b>                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Physical Fitness</b>                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Lifelong Fitness</b>                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Comprehensive Health and Physical Education Practices</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Physical Fitness                                             | <p>Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.</p>                                                                                                                                                                                                                                                                                                                                  |
| Lifelong Fitness                                             | <p>Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p> |
| Nutrition                                                    | <p>Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by</p>                                                                                                           |

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|                                                                                                                            | factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Engaging in an active lifestyle                                                                                            | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |
| Setting goals                                                                                                              | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.                                                                                                                                                                                                                                                                                                                                        |
| Using technology tools responsibly                                                                                         | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.                                                                                                                                                                                                                                 |
| <b>Focus Standards (Major Standards)</b> <a href="https://www.nj.gov/education/cccs">https://www.nj.gov/education/cccs</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Core Idea</b>                                                                                                           | <b>Performance Expectation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.               | <ul style="list-style-type: none"> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                                                                                           | <ul style="list-style-type: none"> <li>• 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). | <ul style="list-style-type: none"> <li>• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</li> <li>• 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>• 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).</li> <li>• 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>• 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).</li> </ul> |

**New Jersey Student Learning Standards: Interdisciplinary Connections**  
<https://www.nj.gov/education/cccs>

- Reading Language Arts
  - SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
  - SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
    - D. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    - E. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    - F. Ask questions to clear up any confusion about the topics and texts under discussion.
- Science
  - K-2 ETS1: Engineering Design
  - K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- Science

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| <ul style="list-style-type: none"> <li>○ K-2 ETS1: Engineering Design</li> <li>○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>New Jersey Student Learning Standards: <a href="#">Career Readiness, Life Literacies, and Key Skills Articulation Guide</a></b>                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Core Ideas and Performance Expectations (Identified with Standard Number and statement)</b>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                          |
| There are actions an individual can take to help make this world a better place.                                                                                                                                                                                                                                                          | 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.<br><br>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.                                                                                                                                                                                            |
| Brainstorming can create new, innovative ideas                                                                                                                                                                                                                                                                                            | 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).<br><br>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).                                                                                                                                                                                |
| Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.                                                                                                                                                                                                                       | 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).<br><br>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).<br><br>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| <b>New Jersey Student Learning Standards: <a href="#">Computer Science and Design Thinking Articulation Guide</a></b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Core Ideas</b>                                                                                                                                                                                                                                                                                                                         | <b>Performance Expectations (Identified with Standard Number and Statement)</b>                                                                                                                                                                                                                                                                                                          |
| The availability of technology for essential tasks varies in different parts of the world                                                                                                                                                                                                                                                 | 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.                                                                                                                                                                                                                                                                     |
| Human needs and desires determine which new tools are developed                                                                                                                                                                                                                                                                           | 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.<br><br>8.2.2.ITH.2: Explain the purpose of a product and its value.                                                                                                                                                                                                                                       |
| <b>New Jersey Student Learning Standards: <a href="#">Climate Change Mandate</a></b>                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                          |

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| Core Ideas                                    | Performance Expectations (Identified with Standard Number and Statement)                         |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------|
| People in the community work to keep us safe. | 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals. |

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| <b>Knowledge and Skills</b> |
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**Unit Learning Targets (Objectives):**

*Students will be able to...*

- Practice working with others respectfully and kindly during games and group activities.
- Understand and demonstrate the importance of fair play and following rules.
- Show how to solve simple problems with teammates during cooperative games.
- Work together to come up with shared rules or solutions during group challenges.
- Recognize helpful and hurtful actions and how to respond in a respectful way.
- Identify ways to be a kind and respectful teammate during physical activities.

**Unit Enduring Understandings:**

*Students will know...*

- Good choices and kind actions lead to positive experiences in games and life.
- Playing and working together as a team helps everyone succeed and have fun.
- Being a respectful and cooperative teammate is just as important as winning.
- Learning how to solve problems together helps in both games and everyday situations.

**Unit Essential Questions:**

- How can I be a good teammate?
- What should I do if someone is not being fair during a game?
- How do we work together to solve problems in a game?
- Why is it important to show kindness and respect when we play?
- What does good sportsmanship look and sound like?

|                           |
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| <b>Instructional Plan</b> |
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-Students will be able to demonstrate confidence in several forms of physical activity that will enhance performance in sports, skills and lifetime activities.

-Students will be able to develop knowledge of terminology and rules associated with different activities and games.

-Students will be able to demonstrate their knowledge by using proper names and rules.

-Students will be able to demonstrate qualities of good sportsmanship, leadership, cooperation, responsibility, and safety.

Suggested Activities:

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Relays; scooter games, circle games, parachute play, dodging and fleeing, games with balls, beanbags, hoola hoops, games with no equipment, games with using mats.

Sport Lead up games; Baseball, Basketball, Football, Hockey, racquet games, soccer, volleyball, lacrosse, playground, track and field

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

**Summative Assessments**

- Pre-test, test, and daily work
- Teacher made assessments

**Benchmark Assessments:**

- Interim assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Projects
- Hands on exploration activities

**Suggested Options for Differentiation**

**Special Education**

- Provide visual cues, demonstrations, and modeling for all physical tasks
- Break skills into smaller, sequential steps with guided practice
- Allow peer support or assign a student “buddy” during activities
- Use adapted equipment (lighter balls, larger targets, shorter distances)
- Offer preferential space/positioning for safety and visibility
- Allow additional time for skill practice or game participation
- Provide rest breaks when needed
- Modify activities to reduce physical strain while maintaining participation
- Follow all IEP accommodations and modifications

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### **Students with 504 Plans**

- Allow flexible participation options based on physical needs (e.g., walking instead of running)
  - Provide adapted equipment when required by the 504 plan
  - Offer alternative assignments when full participation is not possible (e.g., scorekeeper, referee, or strategy coach)
  - Allow extended time to complete skill demonstrations
  - Provide accessible space and safe movement routes during activities
  - Follow all accommodations outlined in the 504 plan
- 

### **Students at Risk of Failure**

- Offer small-group instruction and extra demonstrations of skills
  - Pair with supportive peers for encouragement and guided practice
  - Provide simplified tasks or reduce the number of required repetitions
  - Reinforce positive participation and effort over performance outcomes
  - Use visuals and step-by-step checklists to reinforce activity rules and routines
  - Allow extra practice opportunities outside of class time
- 

### **Gifted and Talented**

- Provide opportunities for student leadership roles (team captain, activity leader)
  - Offer enrichment through advanced skill drills, strategy-based games, or choreography design
  - Encourage independent exploration of new movement patterns or fitness challenges
  - Integrate cross-curricular connections (e.g., math with scoring, science with body movement)
  - Allow choice in activity selection to encourage creativity and self-direction
  - Design differentiated tasks that emphasize higher-level problem solving (e.g., modifying rules to create new games)
- 

### **Multilingual Learners (MLs)**

- Use visuals, gestures, and demonstrations instead of relying solely on verbal instructions
- Pre-teach movement and safety vocabulary with pictures or props
- Pair with a peer who models and explains directions clearly
- Provide step-by-step directions with simple language and repetition

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- Label equipment and spaces in both English and home language where possible
- Allow responses through demonstration instead of requiring verbal answers

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**Diversity and Inclusion**

- Incorporate games, dances, and movement activities from diverse cultures
- Use inclusive language that values all students and family structures
- Provide alternative clothing options for participation when cultural or religious needs arise
- Encourage cooperative games and activities that promote teamwork and respect
- Offer choice in activities to ensure all students feel included and successful
- Establish clear routines and expectations to create a safe and supportive learning environment

**Supplemental Resources**

**Teacher Notes**

**OCEAN ACADEMY CHARTER SCHOOL**  
**Unit 3**

**Content Area:** Physical Education

**Unit Title:** Fitness/Wellness

**Duration:** 24 Days (PE is conducted 2 days a week)

**Target Course/Grade Level:** 1

**Introduction/Unit Focus:**

In first grade physical education, students begin to explore how their bodies move and grow by learning basic movement skills and concepts. They will practice moving in different ways such as running, jumping, skipping, throwing, and catching on different types of surfaces like land, sand, or snow. These skills fall into three main groups: locomotor (moving from one place to another), non-locomotor (movement in one spot like bending or stretching), and manipulative (using hands or feet to control objects like balls or hoops). Students will also begin to understand important movement ideas such as where and how the body moves (spatial

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awareness), what the body can do (body awareness), and how movements can change in speed, force, or direction (qualities of movement).

In addition to building these physical skills, students will learn about fitness and how staying active helps the body stay strong, healthy, and full of energy. Activities will be designed at a variety of intensity levels so students can begin to feel the difference between light, moderate, and vigorous exercise. The goal is to help students enjoy being active and understand that movement and exercise are important parts of a healthy lifestyle; not just now, but for their whole lives.

As part of lifelong fitness, students will be encouraged to set simple personal goals, try new activities, and work cooperatively with others. They will learn that being active not only helps their bodies, but also helps them feel good, build confidence, and have fun. The focus is not on competition, but on discovering how to move safely, enjoyably, and in ways that they can continue outside of school.

This unit will also introduce basic nutrition concepts. Students will begin to understand that the food they eat gives them energy to move and grow. They will learn about healthy food choices, what a balanced meal looks like, and why it's important to drink water, eat fruits and vegetables, and limit sugary snacks. Students will explore how their eating habits and activity choices work together to help them feel their best every day.

**Disciplinary Concepts for the Unit:**

**Standard 9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**Standard 9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Standard 8.1 Computer Science**

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

**Standard 8.2 Design Thinking**

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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**Amistad Law: N.J.S.A. 18A:52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Diversity and Inclusion**

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
  - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
  - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
  - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Disciplinary Concepts and Core Ideas**

**Movement Skills and Concepts**

**Physical Fitness**

**Lifelong Fitness**

**Comprehensive Health and Physical Education Practices**

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| Movement Skills and Concepts    | <p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).</p> <p>Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).</p>                                                        |
| Physical Fitness                | <p>Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.</p>                                                                                                                                                                                                                                                                                                                                  |
| Lifelong Fitness                | <p>Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p> |
| Nutrition                       | <p>Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.</p>  |
| Engaging in an active lifestyle | <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and</p>                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                                                                                                                                                                                        | maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle. |
| Setting goals                                                                                                                                                                                          | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.                                                                                                                              |
| Using technology tools responsibly                                                                                                                                                                     | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.                       |
| <b>Focus Standards (Major Standards)</b> <a href="https://www.nj.gov/education/cccs">https://www.nj.gov/education/cccs</a>                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Core Idea</b>                                                                                                                                                                                       | <b>Performance Expectation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. | <ul style="list-style-type: none"> <li>• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>• 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).</li> </ul>                                                                                                                                                               |
| Personal and community resources can support physical activity.                                                                                                                                        | <ul style="list-style-type: none"> <li>• 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> </ul>                                                                                                                                                                                                                                                                                                                           |

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| Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>• 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</li> </ul> |
| <b>New Jersey Student Learning Standards: Interdisciplinary Connections</b><br><a href="https://www.nj.gov/education/cccs">https://www.nj.gov/education/cccs</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Reading Language Arts <ul style="list-style-type: none"> <li>○ SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>○ SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>G. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>H. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>I. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> </ul> </li> <li>• Science <ul style="list-style-type: none"> <li>○ K-2 ETS1: Engineering Design</li> <li>○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.</li> </ul> </li> <li>• Science <ul style="list-style-type: none"> <li>○ K-2 ETS1: Engineering Design</li> <li>○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                                           |
| <b>New Jersey Student Learning Standards: <a href="#">Career Readiness, Life Literacies, and Key Skills Articulation Guide</a></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                           |
| <b>Core Ideas and Performance Expectations (Identified with Standard Number and statement)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                           |
| There are actions an individual can take to help make this world a better place.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p>                                                                                                                      |
| Brainstorming can create new, innovative ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 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).                                                                                                                                                                                                          |

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|                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                     | 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).                                                                                                                                                                                                                                                                                                               |
| Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. | <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</p> <p>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).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> |

**New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)**

| Core Ideas                                                                                | Performance Expectations (Identified with Standard Number and Statement)                                                                                  |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| The availability of technology for essential tasks varies in different parts of the world | 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.                                      |
| Human needs and desires determine which new tools are developed                           | <p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</p> <p>8.2.2.ITH.2: Explain the purpose of a product and its value.</p> |

**New Jersey Student Learning Standards: [Climate Change Mandate](#)**

| Core Ideas                                    | Performance Expectations (Identified with Standard Number and Statement)                         |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------|
| People in the community work to keep us safe. | 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals. |

**Knowledge and Skills**

**Unit Learning Targets (Objectives):**

*Students will be able to...*

- Recognize how their body feels and changes when they move at different activity levels (such as noticing breathing, sweating, and heart rate).
- Check and compare how fast their heart is beating before, during, and after being active.

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- Participate in different types of fun exercises that help build strength, endurance, flexibility, and coordination.
- Match physical activities to the part of fitness they help improve, such as running for heart health or stretching for flexibility.

**Unit Enduring Understandings:**

*Students will know...*

- Being active helps us feel good, grow strong, and stay healthy.
- Moving too little or too much can affect our bodies in different ways.
- Regular physical activity keeps our bodies and minds working their best.

**Unit Essential Questions:**

- How does moving my body help keep me healthy?
- What happens to my body when I exercise?
- Why is it important to move and play every day?
- How do different activities help different parts of my body get stronger or healthier?

**Instructional Plan**

- Students will participate in appropriate physical fitness exercises.
- Students will be able to demonstrate an appropriate development of strength, endurance, flexibility and cardiovascular endurance in fitness activities.
- Students will demonstrate an understanding that physical fitness is a component of healthful living.
- Students will develop and attain a personal fitness goal to improve performance.
- Students will demonstrate flexibility, endurance, and strength through different types of exercise.

**Suggested Activities:**

Upper body, Abdominal strength, Flexibility, Agility and Speed, Aerobic endurance, Circuit training, playground.

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes

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- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

**Summative Assessments**

- Pre-test, test, and daily work
- Teacher made assessments

**Benchmark Assessments:**

- Interim assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Projects
- Hands on exploration activities

**Suggested Options for Differentiation**

**Special Education**

- Provide visual cues, demonstrations, and modeling for all physical tasks
  - Break skills into smaller, sequential steps with guided practice
  - Allow peer support or assign a student “buddy” during activities
  - Use adapted equipment (lighter balls, larger targets, shorter distances)
  - Offer preferential space/positioning for safety and visibility
  - Allow additional time for skill practice or game participation
  - Provide rest breaks when needed
  - Modify activities to reduce physical strain while maintaining participation
  - Follow all IEP accommodations and modifications
- 

**Students with 504 Plans**

- Allow flexible participation options based on physical needs (e.g., walking instead of running)
  - Provide adapted equipment when required by the 504 plan
  - Offer alternative assignments when full participation is not possible (e.g., scorekeeper, referee, or strategy coach)
  - Allow extended time to complete skill demonstrations
  - Provide accessible space and safe movement routes during activities
  - Follow all accommodations outlined in the 504 plan
-

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### **Students at Risk of Failure**

- Offer small-group instruction and extra demonstrations of skills
  - Pair with supportive peers for encouragement and guided practice
  - Provide simplified tasks or reduce the number of required repetitions
  - Reinforce positive participation and effort over performance outcomes
  - Use visuals and step-by-step checklists to reinforce activity rules and routines
  - Allow extra practice opportunities outside of class time
- 

### **Gifted and Talented**

- Provide opportunities for student leadership roles (team captain, activity leader)
  - Offer enrichment through advanced skill drills, strategy-based games, or choreography design
  - Encourage independent exploration of new movement patterns or fitness challenges
  - Integrate cross-curricular connections (e.g., math with scoring, science with body movement)
  - Allow choice in activity selection to encourage creativity and self-direction
  - Design differentiated tasks that emphasize higher-level problem solving (e.g., modifying rules to create new games)
- 

### **Multilingual Learners (MLs)**

- Use visuals, gestures, and demonstrations instead of relying solely on verbal instructions
  - Pre-teach movement and safety vocabulary with pictures or props
  - Pair with a peer who models and explains directions clearly
  - Provide step-by-step directions with simple language and repetition
  - Label equipment and spaces in both English and home language where possible
  - Allow responses through demonstration instead of requiring verbal answers
- 

### **Diversity and Inclusion**

- Incorporate games, dances, and movement activities from diverse cultures
- Use inclusive language that values all students and family structures
- Provide alternative clothing options for participation when cultural or religious needs arise
- Encourage cooperative games and activities that promote teamwork and respect
- Offer choice in activities to ensure all students feel included and successful

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- Establish clear routines and expectations to create a safe and supportive learning environment

**Supplemental Resources**

**Teacher Notes**