

Mount Laurel Township Schools
Physical Education Curriculum Guide
Pre-school

Stage 1 – Desired Results	
<p>NJSLS: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>	<p>Unit/Big Idea: (1) Movement</p>
<p>Enduring Understandings:</p> <p>Students will understand that... Learning to move safely, effectively, and efficiently will lead to participation in health-enhancing forms of physical activity throughout life.</p>	<p>Essential Questions:</p> <p>Why do we move? Why is following directions important? How do we move?</p>
<p>Students will know that... Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</p>	<p>Students will be able to...</p> <p>2.5.P.A.1. Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p>2.5.P.A.2. Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <p>2.5.P.A.3. Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).</p>
<p>Interdisciplinary Connections</p> <p><i>The New Jersey Department of Education Preschool Teaching and Learning Standards, 2014</i> includes a variety of “preschool standards, along with optimal teaching practices, are provided for the following content areas: Social/Emotional Development, Visual and Performing Arts, Health, Safety, and Physical Education, English Language Arts, Approaches to Learning, Mathematics, Science, Social Studies, Family, and Life Skills, World Languages, Technology” (p. 1). Teachers will select a minimum of 2-3 standards from the following list to support this unit:</p> <p><i>English Language Arts - Speaking & Listening:</i></p> <p>SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups.</p> <p>a) Follow-agreed upon rules for discussions during group interactions.</p>	

b) Continue a conversation through several back and forth exchanges.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.

SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.

SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

Approaches to Learning:

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, 'This is hard. Can you help me figure it out?').

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").

21st Century Life and Careers: Career Ready Practices (2014) describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. **Teachers will select a minimum of 1-2 standards from the following list:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Stage 2 – Assessment Evidence

Required Performance Assessment:

Participate in various movement activities.
Follow verbal and visual cues during physical activity.

Other Evidence:

Teacher observation
Self-assessment
Peer-assessment
Quiz/checklist on key terms, concepts, skills ...
Oral response
Written response

Stage 3 - Learning Plan

Suggested Learning Activities:

- LET' S PLAY TAG - Tag games teach children how to negotiate objects, stay within boundaries, and flee from chasers. Here are several variations of tag games designed to teach these concepts.
- Spiders - Two lines, 30 to 40 feet apart, define the playing area and the game is played from line to line. Between the lines scatter hoops—the more hoops, the more taggers. Assign one student to stand inside each hoop. These students are the “spiders.” The spiders may stretch far as possible but must keep both feet inside the hoop. The hoops may not be moved. The runners (any locomotor movement works) try to move from one line to the other without being tagged by a spider. Ten points are awarded for each successful crossing. If a student is tagged, points are not scored. No one loses points.
- Variation: Rather than award points, tagged students must obtain a hoop and become a spider. When all students are tagged, begin the game again allowing new spiders to scoot inside the hoops to tag students.
- DANCE TO THE MUSIC - The “Chicken Dance” and the “Alley Cat” are two popular social dances that clearly demonstrate changes in the duration and speed of movement. When teaching these dances, discuss the concepts of acceleration and deceleration, the speeding up of the dance, and then the

- STORY OBSTACLE COURSE - Create an obstacle course based on a familiar child’s story. Students act out the story using the obstacle course to experience changes in levels, directions, and pathways. The course assists students to establish physical and mental connections, understanding terms such as over, under, behind, in front of, near, and far. Use a story like “The Tale of Peter Rabbit” or any Winnie the Pooh story. Read the story aloud and discuss the actions of the characters. Then allow students to act out the story (e.g., crawling through a log, climbing or jumping a stream) using the simulated “forest and field” obstacle course. Focus on the changes in locomotor and nonlocomotor movements needed to navigate the course.
- Variation: Create a circus obstacle course and have students portray the various circus characters and animal roles.
- Variation: Design an obstacle course that focuses on acquiring language skills, describing directions, levels, and pathways. Vary the elements of the course as well as the locomotor movements that provide transition from obstacle to obstacle. For example, students crawl low through a tunnel, walk backwards on a balance beam, roll on mats, and climb cargo nets or climbing walls. Students perform designated locomotor movements such as skipping, hopping, or jogging between obstacles.

slowing at the conclusion. Discuss and demonstrate the concepts of levels, pathways, space, and flow in relation to the dance.

- Variation: Use a percussion instrument to establish a tempo. Students perform a particular locomotor or nonlocomotor movement to the beat. Change the movement and vary the tempo.
- TRAFFIC COP - For this activity, you need a large open area that has the capacity to provide numerous "intersections." (If a natural area does not exist, use chalk or tape to design a city street model on the gym floor or playground.) Ask students: "What are some of the rules drivers must follow when on the road?" (Answers: speed limits, one way, stay to right). Acting as if they are cars, students walk the course, obeying the rules of the road. (Student-designed signs are helpful.) Students alternate as drivers and traffic cops. (The police officers flash traffic signs or direct traffic.) After students have self-navigated the course, present a series of commands (e.g., right turn, curve, green light [run], yellow light [jog], red light [stop]). Discuss the importance of following the rules of the road. Relate the rules to related sidewalk safety issues.
- Variation: Students navigate the course using scooter boards.
- Variation: One student becomes the "Pac Man" walker. If the designated walker touches a student on the pathway, he/she becomes frozen and can only be unfrozen when tagged by another student. Running is not permitted.

Create large vocabulary cards and place them next to each obstacle to reinforce concepts such as over, under, beside, and behind.

- Variation: Design an obstacle course that allows students multiple opportunities to land and stick. Provide target areas for the landing and emphasize the need to flex the knees and hips as a means to absorb the force of the jump.
- WINDMILLS - Ask students questions about the weather such as: "What does it feel like on a cold, windy day? a warm, breezy one?" Lead students to a discussion of the wind. After a brief discussion, ask if anyone knows what a windmill does. Show pictures or video of windmills. Direct students to find personal space in the play area, at least a full arms length from a classmate. Students sit and listen as you read a poem about windmills. Tell the students: "I want you to imagine that you are a windmill, just like in the poem." Students interpret the poem, using movements at different levels and speeds. Read the following poem by Eunice Close:
 - Windmills
The wind blows high,
The wind blows low,
And round and round the windmills go.
Slowly, slowly,
To and fro,
Then faster and faster, round they go.

Unit Strategies/Modifications:

Special Education Students:

- Development of target vocabulary
- Scaffolding comprehension
- Scaffolding content-area reading
- Decreasing the amount of work presented or required;
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Offering graphic organizers

- Teaching key aspects of a topic. Eliminating nonessential information.
- Providing study guides.
- Allowing students to correct errors (looking for understanding);
- Marking students' correct and acceptable work, not the mistakes;
- Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- Modifying tests to reflect selected objectives;
- Using true/false, matching, or fill in the blank tests in lieu of essay tests;
- Reducing the number of answer choices on a multiple choice test;
- Allowing the use of note cards or open-book during testing;

Gifted Students:

- Guided Reading materials (classroom teachers and/or reading specialist can assist with selections)
- Flexible grouping in content areas
- Independent projects
- Differentiated product assignments
- Student Choice
- Multiple texts
- Multiple intelligence options
- Group investigation
- Research
- Bloom's Taxonomy - Higher order thinking skills (synthesis and evaluation)
- Habits of Mind
- Webb's Depth of Knowledge - Emphasis on Level 3 and 4 (Strategic and extended reasoning)

Students at Risk of Failure:

- Utilize real world/cultural learning situations
- Strategic pairing ("buddy")
- Offering checklist to guide tasks

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Technology and English Language Learners - <http://www.colorincolorado.org/teaching-ells/technology-english-language-learners>

Core Instructional Materials:

- Refer to “Suggested Learning Activities” below for titles of songs, books etc to support the unit. The school reading specialist and/or library media specialist may assist you with additional titles/offerings.
- Physical Education equipment.

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Physical Education Curriculum Guide
Pre-school

Stage 1 – Desired Results	
<p>NJSLS: 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	<p>Unit/Big Idea: (2) Fitness</p>
<p>Enduring Understandings:</p> <p>Students will understand that... Participating in physical activity develops and maintains a healthy, active lifestyle.</p>	<p>Essential Questions:</p> <p>What does your body do when you exercise?</p> <p>How does exercise help your body?</p>
<p>Students will know that... Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</p>	<p>Students will be able to...</p> <p>2.6.P.A.2. Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <p>2.6.P.A.1. Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p>
<p>Interdisciplinary Connections</p> <p><i>The New Jersey Department of Education Preschool Teaching and Learning Standards, 2014</i> includes a variety of “preschool standards, along with optimal teaching practices, are provided for the following content areas: Social/Emotional Development, Visual and Performing Arts, Health, Safety, and Physical Education, English Language Arts, Approaches to Learning, Mathematics, Science, Social Studies, Family, and Life Skills, World Languages, Technology” (p. 1). Teachers will select a minimum of 2-3 standards from the following list to support this unit:</p> <p><i>English Language Arts - Speaking & Listening:</i></p> <p>SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups.</p> <p>a) Follow-agreed upon rules for discussions during group interactions.</p> <p>b) Continue a conversation through several back and forth exchanges.</p> <p>SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.</p> <p>SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.</p>	

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.

SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

Approaches to Learning:

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, ‘This is hard. Can you help me figure it out?’).

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).

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CRP1. Act as a responsible and contributing citizen and employee.

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CRP3. Attend to personal health and financial well-being.

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CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

<p>Required Performance Assessment:</p> <p>Working in small groups, students will participate in a physical activity and then observe each other's body responses.</p>	<p>Other Evidence:</p> <p>Teacher observation Self-assessment Peer-assessment Quiz/checklist on key terms, concepts, skills ... Oral response Written response</p>
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Stage 3 - Learning Plan

<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Students will participate in a vigorous physical activity (ie. Tag game). Tell the students to watch each other during the game to see what happens to each other's bodies. • Gather the students together to discuss how their bodies have reacted to participation in the activity (ie. Sweating, fast heart rate and heavy breathing). 	<ul style="list-style-type: none"> • WHO'S GOT MUSCLE? - Begin this activity by asking: "Who's got muscle?" (Students will name super heroes, TV or movie stars or athletes.) Point out muscles in the arms, legs, etc. Next, have students participate in a variety of muscular strength and endurance tasks. If you have permanent playground equipment, such as a horizontal ladder or monkey bars, use them as stations. Establish several stations and review the activity to be performed at each station. Divide the class into small groups and begin one group at each station. Rotate stations every two to three minutes. After all students have completed the fitness tasks, reconvene the group and discuss how they used their muscles.
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<p>Unit Strategies/Modifications:</p> <p>Special Education Students:</p> <ul style="list-style-type: none"> • Development of target vocabulary • Scaffolding comprehension • Scaffolding content-area reading • Decreasing the amount of work presented or required; • Using videos, illustrations, pictures, and drawings to explain or clarify. • Offering graphic organizers • Teaching key aspects of a topic. Eliminating nonessential information. • Providing study guides. • Allowing students to correct errors (looking for understanding); • Marking students' correct and acceptable work, not the mistakes; • Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning; • Modifying tests to reflect selected objectives; • Using true/false, matching, or fill in the blank tests in lieu of essay tests;

- Reducing the number of answer choices on a multiple choice test;
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Gifted Students:

- Guided Reading materials (classroom teachers and/or reading specialist can assist with selections)
- Flexible grouping in content areas
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- Student Choice
- Multiple texts
- Multiple intelligence options
- Group investigation
- Research
- Bloom's Taxonomy - Higher order thinking skills (synthesis and evaluation)
- Habits of Mind
- Webb's Depth of Knowledge - Emphasis on Level 3 and 4 (Strategic and extended reasoning)

Students at Risk of Failure:

- Utilize real world/cultural learning situations
- Strategic pairing ("buddy")
- Offering checklist to guide tasks

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<p>Enduring Understandings: Students will understand that... Dance serves multiple functions: enlightenment, education, physical fitness and entertainment. The critical process of observing, describing, analyzing, interpreting and evaluation leads to informed judgments regarding the relative merits of dance. Culture and artistic period affects self-expression, whether we realize it or not.</p>	<p>Essential Questions: How can dance improve physical fitness? How does basic knowledge of time, space, and energy lead to self-expression and creative works of dance? What is the relationship between dance and social interaction?</p>
<p>Students will know that... Relative merits of works of art can be qualitative and quantitatively assessed using observable criteria.</p>	<p>Students will be able to... (Refer to <i>Visual and Performing Arts, 2016 Curriculum Guide</i> for additional resources)</p>
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CRP12. Work productively in teams while using cultural global competence.

Stage 2 – Assessment Evidence

Required Benchmark/Performance Assessment:

(Refer to *Visual and Performing Arts, 2016 Curriculum Guide* for additional resources)

Other Evidence:

(Refer to *Visual and Performing Arts, 2016 Curriculum Guide* for additional resources)

Stage 3 - Learning Plan

Suggested Learning Activities:

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