

Pemberton Township School District

K-2 Physical Education

Unit Title: Low Organized Games and Activities

Stage 1: Desired Results

Standards & Indicators:

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

2.2.2.MSC.8: Explain the difference between offense and defense.

2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.

Central Idea / Enduring Understanding:

- Understanding health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
- Understanding that following rules, simple strategies, and practicing helps improve skill
- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.

Essential/Guiding Question:

- How can practicing something help me get better at it?
- What are the rules I should follow when playing games in class?
- Why is it important to cooperate with other students when playing games in class?

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<ul style="list-style-type: none"> Teamwork consists of effective communication and respect among class and team members. The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> That simple strategies and practice help improves skills over time The importance of listening, following directions, and safety rules to use in an active environment The importance of being active daily The importance of cooperating with others during activities 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> Use listening skills and safety awareness skills while participating in both individual and group games and activities Explain the importance of practicing skills in order to improve them Follow rules when playing games and activities during class State the importance of cooperating with others during games and play
<p><u>Interdisciplinary Connections:</u> Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.</p>	
<h3 style="text-align: center;">Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> Student demonstrations during activities Class discussion of Essential Questions Question of the day Action/Movement of the Day Self Assessments Peer Assessments Turn and Talk Various Class Activities and Games 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> Teacher Observation Student/Teacher Conference
<h3 style="text-align: center;">Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Session 1</u></p> <ul style="list-style-type: none"> Chasing, Fleeing, and Dodging Games such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc... <p><u>Sessions 2 and 3</u></p> <ul style="list-style-type: none"> Scooter Games such as: Scootermania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships <p><u>Sessions 4 and 5</u></p>	<p><u>Resources:</u></p> <p><u>Session 1</u></p> <ul style="list-style-type: none"> Reference Books Internet <p><u>Sessions 2 and 3</u></p> <ul style="list-style-type: none"> Internet PE Equipment Reference Books <p><u>Sessions 4 and 5</u></p> <ul style="list-style-type: none"> Internet Reference Books PE Equipment

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<ul style="list-style-type: none">● Ball Games: 3-Ball, Crab Soccer, Bridge Ball, Name-It Ball	<u>Sessions 6 and 7</u> <ul style="list-style-type: none">● Internet● Reference Books● PE Equipment		
<u>Sessions 6 and 7</u> <ul style="list-style-type: none">● Mixed Activities: Steal the Bacon, Five Pin Soccer, relay games, net games, cageball, agility games			
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">● Lesson/Skill Extension● Peer Assistant	<ul style="list-style-type: none">● Instructional Aides	<ul style="list-style-type: none">● Peer Assistant● Instructional Aides● Rewording of Directions● Varying sizes and type of equipment	<ul style="list-style-type: none">● IEP's● 504's● Instructional Aides● Peer Assistant● Rewording of Directions● Varying sizes and type of equipment

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Unit Title: Ball Handling

Stage 1: Desired Results

Standards & Indicators:

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.

Central Idea / Enduring Understanding:

- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity
- Resources that support physical activity are all around you.
- Exploring wellness components provide a foundational experience of physical movement activities.
- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts,

Essential/Guiding Question:

- What are different ways we can use a ball in physical activity?

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<p>games, aerobics, dance, sports, and recreational activities.</p> <ul style="list-style-type: none"> ● Feedback impacts and improves the learning of movement skills and concepts. 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Demonstrate ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball
<p><u>Interdisciplinary Connections:</u> Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.</p>	
<h3 style="text-align: center;">Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Student demonstrations during activities ● Class discussion of Essential Questions ● Question of the day ● Action/Movement of the Day ● Self Assessments ● Peer Assessments ● Turn and Talk ● Various Class Activities and Games 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Teacher Observation ● Student/Teacher Conference
<h3 style="text-align: center;">Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Session 1</u> Kicking: stationary and moving ball, while running towards a stationary and moving ball, kicking toward various targets, for distance and accuracy</p> <p><u>Session 2</u> Catching: self thrown and tossed ball, from a rebound, from a kick</p> <p><u>Session 3</u> Throwing: overhand, underhand, and at a target, using various speeds, using weight transfer and stepping to throw</p> <p><u>Session 4</u> Striking: moving ball, ball in hand, with/without a rebound, using various body parts</p>	<p><u>Resources:</u></p> <p><u>Session 1</u></p> <ul style="list-style-type: none"> ● Reference Books ● Internet ● PE Equipment <p><u>Session 2</u></p> <ul style="list-style-type: none"> ● Internet ● Reference Books ● PE Equipment <p><u>Session 3</u></p> <ul style="list-style-type: none"> ● Internet ● Reference Books ● PE Equipment <p><u>Session 4</u></p> <ul style="list-style-type: none"> ● Internet

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Session 5

Dribbling: one hand, two hand, stationary, while on the move, continuously

Session 6

Rolling: bowling, between cones

Session 7

Tossing: turn and catch, vertically and horizontally to self and partner

Session 8

Participate in Low-Organized Games

- Reference Books
- PE Equipment

Session 5

- Internet
- Reference Books
- PE Equipment

Session 6

- Internet
- Reference Books
- PE Equipment

Session 7

- Internet
- Reference Books
- PE Equipment

Session 8

- Internet
- Reference Books
- PE Equipment

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Lesson/Skill Extension ● Peer Assistant 	<ul style="list-style-type: none"> ● Instructional Aides 	<ul style="list-style-type: none"> ● Peer Assistant ● Instructional Aides ● Rewording of Directions ● Varying sizes and type of equipment 	<ul style="list-style-type: none"> ● IEP's ● 504's ● Instructional Aides ● Peer Assistant ● Rewording of Directions ● Varying sizes and type of equipment

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Unit Title: Fundamental Movement

Stage 1: Desired Results

Standards & Indicators:

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.

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<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● Understanding movement concepts, such as spatial awareness, helps improve performance and supports wellness. ● Understanding fitness concepts and skills and integrating them into everyday routines supports wellness. ● The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. ● Exploring wellness components provide a foundational experience of physical movement activities. ● The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● How can moving around help me be healthy? ● How can I make movement more fun? ● How can my movements affect someone else? ● How can I show good sportsmanship?
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Movement skills to support wellness such as yoga animal stretches, and breathing techniques. ● Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping. ● Safety rules to use in an active environment ● The importance of being active daily. ● What it means to demonstrate good sportsmanship 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Learners will be able to demonstrate the idea of directionality and laterality in sequence. ● Learners will be able to demonstrate good sportsmanship. ● Learners will be able to perform locomotor and non-locomotor movements in combinations while participating in both individual and group games and activities.
<p><u>Interdisciplinary Connections:</u></p> <p>Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.</p>	

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Student demonstrations during activities ● Class discussion of Essential Questions ● Question of the day ● Action/Movement of the Day ● Self Assessments ● Peer Assessments ● Turn and Talk ● Various Class Activities and Games 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Teacher Observation ● Student/Teacher Conference
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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1

- Movement skills to support wellness such as: breathing techniques, yoga (especially animal yoga for kids), stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups)

Session 2

- Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games, identify right and left on self and others, look for students to maintain proper spacing during activities

Session 3

- Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations

Session 4

- Review Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, obstacle courses

Session 5

- Review Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn (activities) yoga, tai chi, stretching, warm ups

Resources:

Session 1

- Reference Books
- Internet
- DVD's
- Music Selection

Session 2

- Internet
- PE Equipment
- Reference Books

Session 3

- Internet
- Reference Books
- Music Selection

Session 4

- Internet
- Reference Books

Session 5

- Internet
- Reference Books
- PE Equipment

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Lesson/Skill Extension ● Peer Assistant 	<ul style="list-style-type: none"> ● Instructional Aides 	<ul style="list-style-type: none"> ● Peer Assistant ● Instructional Aides ● Rewording of Directions ● Varying sizes and type of equipment 	<ul style="list-style-type: none"> ● IEP's ● 504's ● Instructional Aides ● Peer Assistant ● Rewording of Directions ● Varying sizes and type of equipment

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Unit Title: Rhythmic Activities and Dance

Stage 1: Desired Results

Standards & Indicators:

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
<u>Central Idea / Enduring Understanding:</u> <ul style="list-style-type: none"> Understanding that performing movement skills in a technically correct manner improves overall 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> What are different ways you can move to different rhythms?

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<p>performance and increases the likelihood of participation in lifelong physical activity.</p> <ul style="list-style-type: none"> ● Exploring wellness components provide a foundational experience of physical movement activities ● The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. ● Feedback impacts and improves the learning of movement skills and concepts. ● Teamwork consists of effective communication and respect among class and team members. 	
<p>Content:</p> <ul style="list-style-type: none"> ● To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Demonstrate a response to music using different apparatus ● Demonstrate a line dance such as the Macarena

Interdisciplinary Connections:

Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Student demonstrations during activities ● Class discussion of Essential Questions ● Question of the day ● Action/Movement of the Day ● Self Assessments ● Peer Assessments ● Turn and Talk ● Various Class Activities and Games 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Student/Teacher Conference
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p>Sessions 1 and 2 Apparatus: hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls</p> <p>Session 3 Singing Games & Action Songs Expressive & Creative Rhythms (fast/slow, high/low)</p>	<p>Resources:</p> <p>Sessions 1 and 2</p> <ul style="list-style-type: none"> ● Reference Books ● Internet ● PE Equipment ● Music Selection <p>Session 3</p>
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<p><u>Session 4</u> Zumba for Kids Rhythmic Exercises: marching, aerobics</p> <p><u>Sessions 5</u> Simple Line Dances</p>		<ul style="list-style-type: none">● Internet● Music Selectoin● Reference Books <p><u>Session 4</u></p> <ul style="list-style-type: none">● Internet● Reference Books● Music Selection● DVD's <p><u>Session 5</u></p> <ul style="list-style-type: none">● Internet● Reference Books● Music Selection	
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">● Lesson/Skill Extension● Peer Assistant	<ul style="list-style-type: none">● Instructional Aides	<ul style="list-style-type: none">● Peer Assistant● Instructional Aides● Rewording of Directions● Varying sizes and type of equipment	<ul style="list-style-type: none">● IEP's● 504's● Instructional Aides● Peer Assistant● Rewording of Directions● Varying sizes and type of equipment

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Unit Title: Individual and Cooperative Activities

Stage 1: Desired Results

Standards & Indicators:

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
Central Idea / Enduring Understanding: <ul style="list-style-type: none"> Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. Feedback impacts and improves the learning of movement skills and concepts. Teamwork consists of effective communication and respect among class and team members. The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. Exploring wellness components provide a foundational experience of physical movement activities. Resources that support physical activity are all around you. 		Essential/Guiding Question: <ul style="list-style-type: none"> How can moving around help me be healthy? How can I make movement more fun?
Content: <ul style="list-style-type: none"> Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity 		Skills(Objectives): <ul style="list-style-type: none"> Participate in activities using various manipulatives and motor skills patterns.
Interdisciplinary Connections: Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.		
Stage 2: Assessment Evidence		
Performance Task(s): <ul style="list-style-type: none"> Student demonstrations during activities Class discussion of Essential Questions Question of the day 		Other Evidence: <ul style="list-style-type: none"> Teacher Observation Student/Teacher Conference

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<ul style="list-style-type: none">● Action/Movement of the Day● Self Assessments● Peer Assessments● Turn and Talk● Various Class Activities and Games			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> <u>Session 1</u> <ul style="list-style-type: none">● Obstacle Course <u>Session 2</u> <ul style="list-style-type: none">● Jumping: rope, lines, half and full swing <u>Session 3</u> <ul style="list-style-type: none">● Scooter Games <u>Session 4</u> <ul style="list-style-type: none">● Hoop Games <u>Session 5</u> <ul style="list-style-type: none">● Bean Bag Games		<u>Resources:</u> <u>Session 1</u> <ul style="list-style-type: none">● Reference Books● Internet● PE Equipment <u>Session 2</u> <ul style="list-style-type: none">● Internet● Reference Books● PE Equipment <u>Session 3</u> <ul style="list-style-type: none">● Internet● Reference Books● PE Equipment <u>Session 4</u> <ul style="list-style-type: none">● Internet● Reference Books● PE Equipment <u>Session 5</u> <ul style="list-style-type: none">● Internet● Reference Books● PE Equipment	
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">● Lesson/Skill Extension● Peer Assistant	<ul style="list-style-type: none">● Instructional Aides	<ul style="list-style-type: none">● Peer Assistant● Instructional Aides● Rewording of Directions● Varying sizes and type of equipment	<ul style="list-style-type: none">● IEP’s● 504’s● Instructional Aides● Peer Assistant● Rewording of Directions● Varying sizes and type of equipment

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Pacing Guide

Course Name	Resource	Standards
Unit 1		
Low Organized Games and Activities 15 Days	Unit Online Assessment: Edpuzzle/Google Classroom/Class Dojo	2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.MSC.8 2.2.2.PF.4
Unit 2		
Ball Handling 15 days	Unit Online Assessment: Edpuzzle/Google Classroom/Class Dojo	2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.PF.2 2.2.2.LF.2 2.2.2.LF.4
Unit 3		
Fundamental Movements 15 days	Unit Online Assessment:	2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.2 2.2.2.LF.3
Unit 4		
Rhythmic Activities and Dance 15 Days	Unit Online Assessment:	2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3

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K-2 Physical Education

Unit 5		
Individual and Cooperative Activities 15 days	Unit Online Assessment:	2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.2 2.2.2.LF.4