

Hoboken Public Schools

**Physical Education Curriculum
Grades K-6**



Physical Education K-6

HOBOKEN PUBLIC SCHOOLS

Course Description

Providing children and youth with physical activity opportunities in school is critical. Helping them develop knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction is a responsibility of physical education. Physical education should also be a place where students value physical activity.

It is the unique role of quality physical education programs to help all students develop health related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles. Quality physical education programs are also important because they provide learning experiences that meet students' developmental needs, which in turn help improve their mental alertness, academic performance, and readiness and enthusiasm for learning. A quality physical education program includes the following: opportunity to learn, meaningful content, and appropriate instruction.

OPPORTUNITY TO LEARN

- Qualified physical education specialist providing a developmentally appropriate program
- Adequate equipment and facilities

MEANINGFUL CONTENT

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve, and/or maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

APPROPRIATE INSTRUCTION

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well designed lessons that facilitate student learning
- Assignments that support learning, practice, and establishing lifelong habits
- No use of physical activity as punishment
- Use of regular assessment to monitor, reinforce, and plan for student learning

Course Resources

- Scooters, Basketball, Softball, Lacrosse, Volleyball Equipment
- Jump Ropes, Mats
- Smart Board
- Chromebooks/IPADS

Pacing Guide

Grades K-2

Units	Time Frame Suggested
Spatial Awareness, Locomotor Movements, Tag Games	September-October
Volleyball, Throwing & Catching-Overhand/Underhand	November-January
Jump Rope for Heart/Dribbling (Basketball)	February-March
Soccer & Kicking Skills	April
Parachute, Dance, Scooters, and T-Ball	May-June
Fitness	September-June (On-Going)

Grades 3-6

Units	Time Frame Suggested
Football	September-October
Floor Hockey, Volleyball	November-January
Jump Rope for Heart/Dance	February
Basketball	February
Soccer, Team Handball	May-June
Lacrosse, Wiffle Ball, and Kickball	
Fitness	September-June (On-Going)

Unit 1 – Motor Development

Marking Cycles One through Four On-Going

Unit 1 Overview: This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.

Essential Questions

- How is the concept of good sportsmanship important?
- How are basic activity and safety rules important?
- How does being healthy contribute to safe and improved performance?
- How does mental attitude influence physical performance?

Essential Learning Outcomes

- Students will be able to explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt.
- Students will understand that if you are healthy you will do better in your sports activities.
- Students will be able to explore the notion that if you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals

Technology Infusion

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Standards Addressed:

2.5 A. Movement Skills

Demonstrate smooth transitions between sequential movement skills used in combination.
Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.
Demonstrate the use of creative movement in response to music, poetry, or stories.

2.5 B. Movement Concepts

Identify body planes and parts.
Define and use basic movement vocabulary to describe physical activity.

2.5 C. Strategy

Differentiate between competitive and cooperative strategies.

D. Sportsmanship, Rules, and Safety

Explain that practice and being healthy contribute to safe and improved performance.

Differentiation

- Student modeling practices
- Modified instructions
- Identifies elements of correct form for motor skill
- Uses feedback to improve performance
- Uses knowledge of critical elements to give feedback to others
- Demonstrates how skills learned in one physical activity can be transferred to another
- Describes and applies strategies and tactics for mini-games

Assessments

- The skill has become almost automatic and performances in a similar context appear almost identical
- The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended
- The movement often seems effortless as the child performs the skill with ease and seeming lack of attention
- The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation

21st Century Learning Connection

"21st century skills" are the skills that today's students will need to be successful in this ever-changing world. The most recognizable of these skills are the 4C's: communication, collaboration, critical thinking and creativity. However, 21st century skills also include social and emotional intelligence, technological literacy and problem solving abilities. These skills emphasize "application of knowledge" and go beyond rote memorization.

Unit 2 Fitness

Ongoing

Marking Cycles One through Four

Unit 2 Overview: This unit enables students to understand the components of health related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).

Essential Questions

- How are the concepts of movement important?
- How is the minimum amount of exercise important to know so that I can stay physically

- fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
 - How do you realize age-appropriate fitness?

Essential Learning Outcomes

- Students will understand that knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Students will explore the understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Students will know that physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

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Standards Addressed:

2.5 A. Fitness and Physical Activity

1. Identify and use principles of exercise to improve movement and fitness activities.
2. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.

2.6 B. Training

1. Explain that too much or not enough exercise can be harmful.
2. Explain that participation in regular physical activity contributes to wellness.

2.6 C. Achieving and Assessing Fitness

1. Monitor heart rate and breathing before, during, and after exercise.

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* In Grades K-6, the Units are designed based on Gross and Fine Motor Skills as well as Fitness. The activities indicated on page three of this document high light by month what will be taught.