

# Course Overview Phys Ed Kdg

Content Area: **Physical Education**  
Course(s): **PHYS ED-K**  
Time Period:  
Length: **10 weeks**  
Status: **Published**

## Cover

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

#### **Superintendent of Schools**

Dr. Victor P. Valeski

#### **Physical Education**

#### **Grade- Kindergarten**

Course Number: 4710

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Course Adoption: **04/21/1986**

Curriculum Adoption: **11/2/2017**

## Course Overview

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### 58031 Physical Education (Kindergarten)

Physical Education (grades K-2) courses typically emphasize knowledge and skills that lead to health, enjoyment, and social development through physical activity. Course content may include activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health. Specific content depends upon state standards for grades K-2.

**COURSE DESCRIPTION** Physical Education in grade K places an emphasis on the development of basic body movement, gross locomotor skills and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. There is an introduction to physical fitness for future testing. During this course students are expected to demonstrate a developmental state of all NJSLC CPI's from 2.1.2.A through 2.1.2 B, 2.1.2 D through 2.1.2 E, 2.2.4.A through 2.2.2.E, 2.5.2.A through 2.5.2.C and 2.6.A The course reinforces the learning of other Standards and CPI's being introduced and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Mathematics, Science and Technology Literacy.

## Textbooks and Other Resources

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### COURSE RESOURCES

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Various Equipment as it relates to various activities

Fitnessgram

## Standards

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MA.K.CC.A	Know number names and the count sequence.
HPE.2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.B.1	Explain why some foods are healthier to eat than others.

HPE.2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.B.2	Relate decision-making by self and others to one's health.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.2.2.B.4	Select a personal health goal and explain why setting is important.
HPE.2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
K-PS2	Motion and Stability: Forces and Interactions

## Scope and Sequence

### COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI 's to be Achieved	Marking Period Guide	Other Pacing Guide Referen
<p>Unit 1: Fitness and Skills</p> <p>Students will begin to learn, understand and explain the importance of physical fitness as it relates to themselves. Students will begin to learn proper stretching and warm up exercises. Students will be introduced the understanding of the benefits of aerobic and anaerobic exercises. Students will perform a variety of fitness activities and understand the physiological benefits of each.</p>	<p>2.1.P.A.1 (D)</p> <p>2.1.P.A.2 (D)</p> <p>2.1.2.A.1 (I)</p> <p>2.1.2.A.2 (I)</p> <p>2.1.P.D.1 (D)</p> <p>2.1.2.D.1 (I)</p> <p>2.2.2.B 1 (I)</p> <p>2.2.2.B 2 (I)</p> <p>2.5.P.A.1 (D)</p> <p>2.5.P.A.2 (D)</p> <p>2.5.P.A.3 (D)</p> <p>2.5.2.A.1 (I)</p> <p>2.5.2.A.2 (I)</p> <p>2.5.2.A.3 (I)</p> <p>2.5.2 A.4 (I)</p> <p>2.5.2.B.1 (I)</p> <p>2.5.2.B.2 (I)</p> <p>2.5.2.B.3 (I)</p> <p>2.5.2.B.4 (I)</p>	1-4	50 peric
<p>Unit 2: Movement Skills</p> <p>Students are introduced to moving in general space in relation to time, music, while using various objects in relation to their bodies. Students begin to understand the concept of teamwork, sportsmanship, fair play and interpersonal skills.</p>	<p>2.5.2.C.1 (I)</p> <p>2.5.2.C.2 (I)</p> <p>2.6.P.A.1 (D)</p> <p>2.6.P.A.2 (D)</p>		

<p>A. Gross Motor Movements</p> <p>Students will begin to learn how to properly move their body safely. Proper mechanics of running, walking, jumping, hopping, skipping, leaping, galloping and sliding will be introduced in isolated and applied settings. Students will learn the concept of general and self-space and how to move in that setting. General safety rules and procedures will be introduced.</p> <p>B. Striking</p> <p>Students will be introduced on how to properly strike different objects with both short and long handed implements. Students will also be introduced on how to properly strike using various parts of their bodies to kick (foot) and volley (hand). A variety of individual skill practice and team game play will be used.</p> <p>C. Throwing and Catching</p> <p>Students will be introduced the proper techniques for throwing and catching a ball, as well as bouncing and rolling. Students will perform this skill using different types of balls and objects. These skills will be used in a variety of Recreational and Cooperative games.</p> <p>D. Dribbling</p> <p>Students will be introduced to the concept of dribbling a ball in stationary and dynamic settings. A variety of individual skill practice and team game play will be used.</p> <p>E. Rhythmic Movement</p> <p>Students will be introduced to moving in response to time, space/shape, and energy. Students will perform such movements as bending, twisting, stretching, and swinging, jagged, sharp, smooth, bouncy, or jerky using various levels in space. Students will also use various sources of technology.</p>	<p>2.6.2 A.1 (I)</p> <p>2.6.2.A.2 (I)</p> <p>2.6.2.A.3 (I)</p> <p>1.1.2.A.1 (I)</p> <p>1.1.2.A.2 (I)</p> <p>1.3.2.A.1 (I)</p> <p>1.3.2.A.2 (I)</p> <p>1.3.2.A.3 (I)</p> <p>1.3.2.A.4 (I)</p> <p>K.CC.1 (I)</p> <p>5.2.2.E.1 (I)</p> <p>5.2.2.E.2 (I)</p> <p>2.1.P.A.1 (D)</p> <p>2.1.P.A.2 (D)</p> <p>2.1.2.A.1 (I)</p> <p>2.1.2.A.2 (I)</p> <p>2.1.P.D.1 (D)</p> <p>2.1.2.D.1 (I)</p> <p>2.2.2.A.1 (I)</p> <p>2.2.2.B 1 (I)</p> <p>2.2.2.B 2 (I)</p> <p>2.5.P.A.1 (D)</p> <p>2.5.P.A.2 (D)</p> <p>2.5.P.A.3 (D)</p> <p>2.5.2.A.1 (I)</p> <p>2.5.2.A.2 (I)</p>		
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Students will learn to explore personal space.	2.5.2.A.3 (I)		
	2.5.2 A.4 (I)		
	2.5.2.B.1 (I)		
	2.5.2.B.2 (I)		
	2.5.2.B.3 (I)		
	2.5.2.B.4 (I)		
	2.5.2.C.1 (I)		
	2.5.2.C.2 (I)		
	2.6.P.A.1 (D)		
	2.6.P.A.2 (D)		
	2.6.2 A.1 (I)		
	2.6.2.A.2 (I)		
	2.6.2.A.3 (I)		
	1.1.2.A.1 (I)		
	1.1.2.A.2 (I)		
	1.3.2.A.1 (I)		
	1.3.2.A.2 (I)		
	1.3.2.A.3 (I)		
	1.3.2.A.4 (I)		
	K.CC.1 (I)		
	5.2.2.E.1 (I)		
	5.2.2.E.2 (I)		

#### 4 standards

##### 1) Effort/Work habits during Physical Education

##### 2) Listens and responds effectively

- RD= rarely demonstrates
- ID= inconsistently demonstrates
- UD= usually demonstrates
- CD= consistently demonstrates

##### 3) Applies wellness concepts

##### 4) Applies safe, efficient, and effective motor skills and fitness concepts

- BG = below grade level
- AG = approaching grade level
- MG = meeting grade level

EG = exceeds grade level

#### Other Details

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CONTENT FOCUS AREA AND COURSE NAME

Grade K Physical Education

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4710	AE	A	K		80	R	05/9/91

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS (P= Primary and S= Secondary)

NJSL Standard		NJSL Standard		NJSL Standard	
1. Visual and Performing Arts	S	5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	

2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Technology Literacy			

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