

**Swedesboro-Woolwich School District's Physical Education Curriculum Guidance Document**

**GRADE Kindergarten– PE Unit 1**

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit/Module Overview**

This curriculum guideline provides the necessary components that provide a foundation for movement and manipulative skills, building confidence and provides knowledge to help make healthy lifestyle choices. Students will engage in activities and lessons that will help them develop vocabulary, movements skills and concepts that will help them reach and maintain a healthy and active lifestyle.

**Standards Covered in Current Unit/Module**

**Related Standards and Learning Goals**

HE.K-2.2.2.2.LF.1

Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

HE.K-2.2.2.2.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.

HE.K-2.2.2.2.LF.3

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

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HE.K-2.2.2.2.LF.4

Identify physical activities available outside of school that are in the community.

HE.K-2.2.2.2.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).

HE.K-2.2.2.2.PF.2

Explore how to move different body parts in a controlled manner.

HE.K-2.2.2.2.PF.4

Demonstrate strategies and skills that enable team and group members to achieve goals.

HE.K-2.2.2.2.MSC.1

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

HE.K-2.2.2.2.MSC.2

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

HE.K-2.2.2.2.MSC.3

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

HE.K-2.2.2.2.MSC.4

Differentiate manipulative movements (e.g., throwing, catching, dribbling).

HE.K-2.2.2.2.MSC.5

Adjust and correct movements and skill in response to feedback.

HE.K-2.2.2.2.MSC.6

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

HE.K-2.2.2.2.MSC.7

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

HE.K-2.2.2.2.MSC.8

Explain the difference between offense and defense.

HE.K-2.2.3.2.PS.2

Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

HE.K-2.2.3.2.PS.3

Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

HE.K-2.2.3.2.PS.5

Define bodily autonomy and personal boundaries.

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Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
September	<ul style="list-style-type: none"> <li>See Standards Listed above</li> </ul>	<p><b>Obj. We are learning to:</b> I can:</p> <ul style="list-style-type: none"> <li>get into a self space.</li> <li>follow directions.</li> <li>respect the bubble.</li> <li>move mindfully without bumping into anyone.</li> <li>be active using different locomotor movements.</li> <li>move in different directions, speeds, levels and pathways.</li> <li>use my looking eyes, listening ears and be in control of my body.</li> <li>control the speed and force of my movements.</li> <li>balance and manipulate my body and an object.</li> <li>work together with others.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Why is the development of motor skills essential?</li> <li>Why are skills and game knowledge important to participate in physical activities/sports?</li> <li>How does your movement affect performance?</li> <li>How do you measure one's physical fitness?</li> <li>Why is physical fitness important?</li> <li>How do you maintain physical fitness?</li> <li>What are the characteristics of fair play?</li> <li>What role does cooperation play in physical activities/sports?</li> <li>How does physical education enhance social, mental, emotional, and physical well-being?</li> <li>What makes physical activity meaningful?</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Ongoing record keeping</li> </ul>	<ul style="list-style-type: none"> <li>Rules/Self Space/ Mindfully Moving                             <ul style="list-style-type: none"> <li><a href="#">Name Tag</a></li> <li><a href="#">Charlie wants a home</a></li> <li><a href="#">No More Monkeys</a></li> <li><a href="#">Bubble Jumpers</a></li> <li><a href="#">Fragile Moving Company</a></li> <li><a href="#">Calm Cleaner</a></li> <li><a href="#">Fidget Spinner Fitness</a></li> <li><a href="#">Alphabet Game</a></li> <li><a href="#">Fast to Slow</a></li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Rubrics</li> <li>• <a href="https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf">https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf</a></li> <li>• <a href="https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf">https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf</a></li> <li>• <a href="https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf">https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf</a></li> <li>• <a href="https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf">https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf</a></li> <li>• <a href="https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf">https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf</a></li> <li>• <a href="https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf">https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf</a></li> <li>• <a href="https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf">https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf</a></li> <li>• <a href="https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf">https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf</a></li> <li>• <a href="https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf">https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf</a></li> </ul>	
October	<ul style="list-style-type: none"> <li>• See Standards Listed above</li> </ul>	Same as above	<p>Different Directions/ Locomotor Movements</p> <p align="center"> <a href="#">Scarves</a>  <a href="#">Bean bags</a>  <a href="#">Bean Bag Bandages</a>  <a href="#">Set the Table</a>  <a href="#">Locomotor Movements with Spots</a> </p>

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			<a href="#">Locomotor Fidget Spinner</a>  <a href="#">Fuel is Fuel Tag</a>  <a href="#">Pumpkin Patch Tag</a>
November/December	<ul style="list-style-type: none"> <li>See Standards Listed above</li> </ul>	Same as above	Holiday Activities  <a href="#">Candy Corn and Pumpkin Tag</a> <a href="#">Couch Potato</a> <a href="#">Catch the Turkey</a> <a href="#">Snowman Tag</a> <a href="#">Snowman and Sunshine</a> <a href="#">Winter Activities</a> <a href="#">Winter Wonderland</a>
January/February/March	<ul style="list-style-type: none"> <li>See Standards Listed above</li> </ul>	Same as above	Manipulative Skills  <a href="#">Germ Tag</a> <a href="#">Noodles</a> <a href="#">Ball skills</a> <a href="#">Scooters</a> Shape Scramble <a href="#">Valentine Scooter Tag</a> <a href="#">More Scooters</a> <a href="#">My Plate Food Sort</a> <a href="#">Parachute</a> <a href="#">Jump Ropes</a> <a href="#">Throwing and Catching</a>
April, May, June	<ul style="list-style-type: none"> <li>See Standards Listed above</li> </ul>	Same as above	Cooperative Games <a href="#">Make your Shape</a> <a href="#">Egg Toss</a> <a href="#">Bowling</a> Popcorn No Name Game <a href="#">Pin Bingo</a> <a href="#">Box Ball</a> <a href="#">Protect the Pin</a>  Hand and Eye coordination- baskets n beanbags, paddles and beach balls, fling its, basketball, tennis

			ball cans, target throwing.
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)