

Grade K Physical Education

Content Area: **Physical Education & Health**
Course(s):
Time Period: **September**
Length: **180 days**
Status: **Published**

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.

Learning Targets

I can:

- get into a self space.
- follow directions.
- respect the bubble.
- move mindfully without bumping into anyone.
- be active using different locomotor movements.
- move in different directions, speeds, levels and pathways.
- use my looking eyes, listening ears and be in control of my body.
- control the speed and force of my movements.
- balance and manipulate my body and an object.
- work together with others.

NJSLS Health and PE

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).
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.

Essential Questions

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports?
- How does your movement affect performance?
- How do you measure one's physical fitness?
- Why is physical fitness important?
- How do you maintain physical fitness?
- What are the characteristics of fair play?
- What role does cooperation play in physical activities/sports?
- How does physical education enhance social, mental, emotional, and physical well-being?
- What makes physical activity meaningful?

Learning Plan- Pacing of Activities

Topic

Timeframe

(September)

[Name Tag](#)

[Charlie wants a home](#)

[No More Monkeys](#)

[Bubble Jumpers](#)

[Fragile Moving Company](#)

[Calm Cleaner](#)

[Fidget Spinner Fitness](#)

[Alphabet Game](#)

[Fast to Slow](#)

Rules/Self Space/ Mindfully Moving

(October)

[Scarves](#)

[Bean bags](#)

[Bean Bag Bandages](#)

[Set the Table](#)

Different Directions/ Locomotor Movements

[Locomotor Movements with Spots](#)

[Locomotor Fidget Spinner](#)

[Fuel is Fuel Tag](#)

[Pumpkin Patch Tag](#)

(November/December)

[Candy Corn and Pumpkin Tag](#)

[Couch Potato](#)

Holiday Activities

[Catch the Turkey](#)

[Snowman Tag](#)

[Snowman and Sunshine](#)

[Winter Activities](#)

[Winter Wonderland](#)

(January, February, March)

[Germ Tag](#)

[Noodles](#)

[Ball skills](#)

[Scooters](#)

Manipulative Skills

Shape Scramble

[Valentine Scooter Tag](#)

[More Scooters](#)

[My Plate Food Sort](#)

[Parachute](#)

[Jump Ropes](#)

[Throwing and Catching](#)

(April, May, June)

[Make your Shape](#)

[Egg Toss](#)

[Bowling](#)

Popcorn

Cooperative Games

No Name Game

[Pin Bingo](#)

[Box Ball](#)

[Protect the Pin](#)

Hand and Eye coordination- baskets n
beanbags, paddles and beach balls, fling its,
basketball, tennis ball cans, target throwing.

Enduring Understandings

- 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

Assessments

- Ongoing record keeping
- Teacher observation
- Rubrics

- <https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf>

- <https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf>

- <https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf>

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Career Awareness

WRK.9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.

21st Century Skills

TECH.9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
 TECH.9.4.2.DC.3 Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
 TECH.9.4.2.DC.4 Compare information that should be kept private to information that might be made public.

Interdisciplinary Connections

SCI.K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
 MA.K.CC.A.1 Count to 100 by ones and by tens.
 MA.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
 MA.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
 SOC.6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
 SOC.6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.
 SCI.K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
 SOC.6.1.2.CivicsDP.2 Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

