

Branchburg Township Public Schools

Office of Curriculum and Instruction

Kindergarten Physical Education Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Physical Education

Curriculum Scope and Sequence

Content Area	Physical Education	Course Title/Grade Level:	Kindergarten
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Intro to PE Environment/Fitness Warm up/Cooperative Activities	6 days
<u>Topic/Unit #2</u>	Recreation Outdoor Games: funnel ball, hopscotch	4 days
<u>Topic/Unit #3</u>	Locomotor skills, dodging, fleeing, tag games, scooter skills	20 days
<u>Topic/Unit #4</u>	Manipulative Skills (throwing, catching, striking, dribbling, kicking, passing)	24 days
<u>Topic/Unit #5</u>	Dance Rhythmic Movement	6 days
<u>Topic/Unit #6</u>	Jump Rope	4 days

Topic/Unit 1 Title	Intro to PE Environment/Fitness Warm up/ Cooperative Activities	Approximate Pacing	6 days
STANDARDS			
NJSLS PE			
<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one’s own emotions, thoughts, and behaviors.</p> <p>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.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)</p> <p>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.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense</p> <p>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).</p> <p>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).</p> <p>2.2.2. LF.1: Express one’s feeling and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>2.2.2.LF.3: Explore the body’s range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Health 2.1.2.B.1 Explain why some foods are healthier to eat than others.</p> <p>K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings1 , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Examples: Students will play team building games that involve taking turns. This skill could be applied later in life.</p>	

<p>Examples: Students will play card games using the myplate, discussions of fruits and vegetables, healthy vs. unhealthy choices. Students will add fruits and vegetables up to the number 5.</p>	
<p>Technology Standards:</p>	<p>Career Ready Practices:</p>
<p>8.2.2.ITH.3: Identify how technology impacts or improves life. Example: Students choose and perform the exercise pictured on the screen.</p>	<p>CRP5. Consider the environmental, social and economic impacts of decisions. Example: Games discussing recycling and reusing equipment.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Example: Decision making when playing problem solving games in small groups.</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>-How could we be responsible and safe in the gym? -What are the rules of the gym? -Where do we line up at the end of class? -Where do we go for emergency drills (cover all)?</p>	
<p>STUDENT LEARNING OBJECTIVES (Unit 1)</p>	
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>
<p>Students will know: -Classroom rules and routines -All safety drills -Warm-up components -Benefits of exercise</p>	<p>Students will be able to: -Perform the entire warm-up through a series of whistles along with music -Correctly and quickly perform all safety drills -Locate squad lines -Line up appropriately at the end of class -Participate in group activities -Begin to problem solve on their own</p>
<p>ASSESSMENT OF LEARNING</p>	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>-Questions and answers at the end of the period</p>

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> -Teacher observation of students practicing skills and procedures that are being taught. (Example: -Teacher verbalizes to class, “please line up for the fire drill..... please line up for the lockdown -Point to where you line up at the end of class -Point to your squad line numbers/colors -Teacher assessment on google sheet -Ongoing rubric notes
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> -Student self-assesses at the end of the period. -Thumbs up, thumbs down -Pair share to partner
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Teacher ongoing checklist for each classroom to assess the material covered during the unit. (Example: where are the locations to line up at the end of class? Where do we line up for lockdown? Where do we line up for fire drill?)</p>
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas. 	
Supplemental materials: <ul style="list-style-type: none"> -Social Media 	
Modifications for Learners	
<p>See appendix</p>	

Topic/Unit 2 Title	Recreation Outdoor Games	Approximate Pacing	6 days
STANDARDS			
NJSLS PE			
<p>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.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)</p> <p>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.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense</p> <p>2.2.2. LF.1: Express one’s feeling and emotions when involved in movement and physical activities to increase positive behaviors.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>K.CC.A.1 Count to 100 by ones and tens. Example: Students total up the amount of baskets made during funnel ball.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success</p> <p>Example: Students will explain the game rules to their class.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.2.AP.4: Break down a task into a sequence of steps. Ex. Students will look up rules for hopscotch with the teacher’s assistance.</p>		<p>CRP4.Communicate clearly and effectively and with reason Ex.Students will reason with a peer during outside play</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>-explain and show how to play hopscotch -explain and show how to dribble/catch/ shoot in funnel ball</p>			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	

<p>Students will know:</p> <ul style="list-style-type: none"> -how to play recreational games with peers -how to play according to rules taught by PE teachers. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -explain the rules for various recreation outdoor games -properly apply skills in recreational games
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> - Questions and answers at the end of the period -thumbs up or down at the end of period -pair share
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> -Questions and answers during and at the end of the period -Students will perform skills and teacher will record data in an ongoing database.
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> -Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and self assessment rubric
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> -ongoing teacher assessment sheet to record baseline and progressions
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas. 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> -Social media 	
Modifications for Learners	
<p>See appendix</p>	

Topic/Unit 3 Title	Locomotor skills, dodging, fleeing, tag games, scooter skills	Approximate Pacing	20
STANDARDS			
NJSLS PE			
<p>2.1.2.EH.3: Demonstrate self-control in a variety of settings</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one’s own emotions, thoughts, and behaviors.</p> <p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>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.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p> <p>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).</p> <p>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).</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Health 2.3.3.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>Ex. Students will discuss and show safe ways to ride on a scooter.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success</p> <p>Ex. Students will perform locomotor movements. These are foundational skills needed in sports.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>Ex. Use virtual dice in a locomotor skills game.</p>		<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>Ex. Students will discuss taking turns while waiting for their turn.</p>	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Able to execute or recognize a gallop/ skip and know the difference between both</p> <p>Able to execute or recognize a hop/jump</p> <p>Explain the difference between a hop and jump</p> <p>Perform and explain various locomotor skills.</p> <p>Explain how to change speed from jogging to running.</p> <p>Explain how to balance on two feet and one foot.</p> <p>Explain how to safely sit and move on a scooter.</p> <p>Explain how to safely flee and dodge away from someone.</p> <p>Explain and show how to safely tag an opponent.</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <p>skipping</p> <p>galloping</p> <p>jogging/running</p> <p>hopping/jumping</p> <p>fleeing/dodging</p>	<p>Students will be able to:</p> <p>properly skip/gallop/jog/run/hop/jump in open space</p> <p>students will flee/dodge from an opponent in open space</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> - Questions and answers to check understanding -Thumbs up or down at the end of period -Pair share
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> -Students will perform skills and teacher will record data in ongoing database.
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> -Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and student self assessment

<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> - Questions and answers to check understanding -Thumbs up or down at the end of period
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas. 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> -Social media 	
Modifications for Learners	
<p>See appendix</p>	

Topic/Unit 4 Title	Dance Rhythmic Movement	Approximate Pacing	8
STANDARDS			
NJSLS PE			
<p>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).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>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).</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.</p> <p>1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.</p> <p>Ex. Following a beat during our dance unit</p>		<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>Ex. Discuss different jobs involving dance; theatre, entertainment, exercise</p>	
Technology Standards:		Career Ready Practices:	
<p>8.2.2.ITH.3: Identify how technology impacts or improves life</p> <p>Ex. Students will explore the convenience of having technology available while following along to dances.</p>		<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Ex. Students design a dance step for the class to perform.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			

<ul style="list-style-type: none"> -Introducing a 4 wall dance -Introducing a line dance -Clapping out 4 beat tempos 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> -what is a 4 beat tempo -what is a 4 wall dance -what is a line dance 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -move to a 4 beat tempo -follow directions to a line dance -follow directions for a wall dance
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> - Questions and answers to check understanding -Thumbs up or down at the end of period -Pair share
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> -Students will perform skills and teacher will record data in ongoing database.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> -Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and student self assessment
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> -ongoing teacher assessment sheet to record baseline and progressions
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure 	

-Responsive Classroom for Music, Art, PE, and Other Specials Areas.

Supplemental materials:

-Social media

Modifications for Learners

See [appendix](#)

Topic/Unit 5 Title	Jump Rope	Approximate Pacing	6 days
STANDARDS			
NJSLS PE			
<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings.</p> <p>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).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>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).</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.</p> <p>Ex. While beginning to jump rope students will find their eye and hand coordination as well as balance and recognize how body parts and joints work together as they jump rope.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success</p> <p>Ex. While beginning to jump rope students will find it takes patience, practice and time in order to be successful.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide</p> <p>Ex. Students and teacher will search for basic jumps to perform.</p>		<p>CRP4. Communicate clearly and effectively and with reason</p> <p>Ex. Students will state how to control their body while jumping rope.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>-How jumping rope makes you stronger</p> <p>-The benefits of jumping rope</p> <p>-Discuss ways to increase and decrease heart rate. When to know when to rest.</p>			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	

<p>Students will know:</p> <ul style="list-style-type: none"> -how to choose a jump rope for their height -how to turn a short rope -how to jump over a short rope 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -turn and jump over a short rope -coordinate turning and jumping -discuss heart rate
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> - Questions and answers to check understanding -Thumbs up or down at the end of period -Pair share
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> -Students will perform skills and teacher will record data in ongoing database.
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> -Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and student self assessment
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> -ongoing teacher assessment sheet to record baseline and progressions
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas. 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> -Social media 	
Modifications for Learners	
<p>See appendix</p>	