

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Physical Education Curriculum Guide

Kindergarten

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**WALDWICK SCHOOL DISTRICT
PE CURRICULUM- Kindergarten**

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COURSE DESCRIPTION

The Mission of the K-2 Physical Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a physically educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive physical education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Movement Exploration	9-12 Weeks
2	Introduction to Manipulative Skills	9-12 Weeks
3	Learning Lifestyle and Wellness	9-12 Weeks

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Unit 1: Movement Exploration	Pacing Guide: 9-12 weeks	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> • What are some ways I can move my body? • How can I make sure I'm safe in the gym? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can perform locomotor activities. • I can differentiate between non-locomotor and locomotor movements. • I can be responsible for my actions. • I can move my body in a controlled manner in personal space. 	<p>2.2.K.MSC.1: Perform locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.K.MSC.2 Differentiate between non-locomotor and locomotor movements</p> <p>2.2.K.MSC.6: With teacher support, explain and demonstrate appropriate behaviors during class to contribute to a safe environment.</p> <p>2.2.K.PF.2: Explore how to move different body parts in a controlled manner.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT explain and demonstrate appropriate behaviors during class time through movement exploration. 2.2.K.MSC.6 ✓ SWBAT explore non-locomotor movements and locomotor movements as they relate to traveling safely through the gymnasium. 2.2.K.MSC.1, 2.2.K.MSC.2, 2.2.K.PF.2 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behaviors • Exit tickets • On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. • District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. • Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		<p>Materials</p> <ul style="list-style-type: none"> • Gym or outdoor space • Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc.
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Lollipop Paddle balance. Students will put a bean bag on top of the paddle. They will perform locomotor movements down to the cone and back. Add the challenge of flipping the bean bag when they get to the other side. • Locomotor Freeze: Have the students move around in various locomotor movements. When the music stops all students should Stop, Look and Listen. This demonstrates they understand how to demonstrate appropriate behaviors. • Obstacle Course - Using mats, cones, and other 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <hr/> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Peer to peer practice • Modify equipment- increase size of ball, decrease weight of ball • Decrease distance to target

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<p>equipment you can create a course that promotes students to move their bodies over and under, across, below, zig-zag, etc.</p> <ul style="list-style-type: none"> ● Locomotor movement speaking points: Walking always has 1 foot on the ground. -Running has both feet in the air while moving. -Sliding is a similar lower body movement to galloping, however, the upper body is facing forward as the lower body is sliding to the side. -Skipping is a step and a hop or you can think of taking 2 steps with the same foot. ● Human Shapes and Alphabet: Identify Letters, students work in groups to form letter either individually or in small groups ● (K-1) balancing skills with body parts in a static balance with and without equipment ● (K-4)Dynamic balance skills while moving on equipment ● relay races ● (K-1)Bubble Gum or Don't pop my bubble, Statue, Bubble City ● Airplane, Drive my Car, Flight through space visiting the planets and avoiding touching the sun, other stars and meteors while navigating through space and avoiding other "rocket ships" ● Activities where students move through space and trying to keep their personal space ● Locomotor movements to music. Move how the music makes your body feel. ● (K-4) Fine motor movements (jacks, marbles, scarves, etc...), ● (K-4) Gross motor movements Rockwall, "I See" : using the imagination to "act out" what we "see", Creating letters, numbers, shapes with you body (alone and with partners and groups) ● Personal "Spaceship"(K-2) : Each student will get into their own spaceship(hula hoop). They will travel around the space performing different locomotor skills(run, jump, skip). Students will focus on keeping a safe distance from others and looking up as they move. If they crash into another spaceship they must go to the side and perform a fitness exercise or stretch to fix the ship. ● Human Shapes and Alphabet: Read Something Big Has Been Here by Jack Prelustsky ● My Snake Poem: Identify Letters, students work in groups to form letters with their bodies ● Locomotor Go Fish, Musical Hoops ● Hula Hoop Fitness Timer ● Bubble City, Alligator Tag , Pac Man Tag, Color Scavenger Hunt ● Stuck in the mud Tag(K-2): If a student gets tagged they are " stuck in the mud". A student must stand with feet 	<ul style="list-style-type: none"> ● Increase size of target <hr/> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Demonstrate the skill to peers ● Modify equipment- decrease size of ball, increase weight of ball ● Increase distance to target ● Decrease size of target
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shoulder width apart. In order to get back in the game, a student must crawl through the mud (through the person's leg) to save them.

- [K-2 Physical Education Activities](#)

Interdisciplinary Connections

- Math: K.CC.a Know number names and count sequence.
- SEL Competencies: Self-Awareness, Self-Management and Relationship Skills
- Career Readiness, Life Literacies, and Key Skills: 9.4.s.CI.1 Demonstrate openness to new ideas and perspectives
- Computer Science and Design Thinking: 8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks


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Unit 2: Introduction to Manipulative Skills	Pacing Guide: 9-12 weeks	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> • What are some different ways I can move my body? • How do I play games with others? • Why is it healthy to exercise? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can balance. • I can listen to feedback and correct movements. • I can identify manipulative movements visually. • I can perform manipulative movements independently in personal space. • I can apply offensive and defensive strategies in modified sport related games. • I can be a positive contributor to a group. • I can identify skills to utilize for successful completion of a task. • I can describe the benefits of regular exercise. 	<p>2.2.K.LF.2: Perform movement skills that involve controlling and adapting posture and balance.</p> <p>2.2.K.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.K.MSC.4: Identify different manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.K.MSC.3: Demonstrate manipulative movements (eg throwing, catching, dribbling, kicking) independently and in independent space.</p> <p>2.2.K.MSC.8: Explain the responsibilities of players on offense and defense in a specific game.</p> <p>2.2.K.PF.4: Identify skills that enable team and group members to achieve the goals within the constraints of a specific activity.</p> <p>2.2.K.PF.1: Explain personal health choices that benefit our bodies.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT review and perform movement skills that demonstrate their ability to control their bodies in personal and general space 2.2.K.LF.2 ✓ SWBAT be introduced to [manipulative movements] and practice in an isolated setting. 2.2.K.MSC.3, 2.2.K.MSC.4 ✓ SWBAT receive teacher feedback on [manipulative movement] and correct the movement in response. 2.2.K.MSC.5 ✓ SWBATI utilize [manipulative movement] in an applied setting and continue to refine movement skill based on feedback. 2.2.K.MSC.3, 2.2.K.MSC.4 ✓ SWBAT explore the roles and responsibilities of different team members that enable group success (eg. offense and defensive players) 2.2.K.MSC.8 ✓ SWBAT identify that exercise benefits our bodies. 2.2.K.PF.1 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behaviors • Exit tickets • On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. 		<p>Materials</p> <ul style="list-style-type: none"> • Gym or outdoor space • Various materials will be needed depending on the activities chosen. This may

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<ul style="list-style-type: none"> • District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. • Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 	<p>include balls, cones, nets, bean bags, hula hoops, scooters, etc.</p>
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Hula Hoop Fitness Timer: Spin hoop and perform a specific set of exercise • Target toss: Using targets such as hula hoops, mats or anything else students will toss a yarn ball. Collect coins, sticks or something when scoring a point. • Champion pass: Place a lot of dots on the court. One person is the Quarterback and the other is receiver. They move to a spot and if they can catch it while standing on a dot they get to collect the dot and bring it back. • Soccer Shoot Out- Students dribble to a poly spot that is close to the soccer net. Trap/stop the soccer ball on the spot and try to shoot your soccer ball into the net. If you make the shot, pick up the poly spot and go back to your group. Play until all the poly spots are gone. • Bowling: One student is the bowler and the partner sets up the pins. It is important to help your partner and do your role to be successful. • Fitness stations: use stations to perform exercises. Discuss with class the body parts they use. • Frog Toss (K-2): Students will underhand toss a beanbag toward a target (hula hoops, polysports, and buckets.) If they bag lands in or on one of the targets the students get to bring that target back with them to their team. Play until all the objects are gone and then add up the scores to find out which team wins. Hula hoops = 1 point, polysports = 2 points, and buckets = 3 points. • Hungry Monsters - https://youtu.be/vrxvVajFmd8 • The Partner Bridge Challenge  • Basketball Pirates & Cookie Monsters, Dinosaur Cave • Capture the Flag • Battleship, Toss Across, Frog Toss, Zoo Keeper, Rampage, Mayhem, We're Going on a Turkey Hunt • Snowball Fight-Divide class into 2 teams. Throw the snowballs from your side to the other. • Soccer Pirates Protect the pins(K-2): divide the class into 2 teams. Each team will have 5 pins and 5 hula hoops. Teams will set up 1 pin in each hoop. Students will work on defense/offensive skills. If a pin falls down it must stay down. First team to knock all the pins down wins. Modify that if a pin falls the other team steals it. • Poly spot dribble(K-2): Students will have a ball(soccer, basketball). Students will dribble around when music is 	<p style="text-align: center;">Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Peer to peer practice • Modify equipment • Decrease distance to target • Increase size of target • Increase number of attempts allowed increase amount of time allowed <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> • Peer teach/coach, demonstrate to class • Increase distance to target • Decrease size of target • Modify activity (only use one hand/foot, use non-dominant hand/foot)

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- playing and on the signal or when the music stops they must get a poly spot and control the ball. Basketball
- [Four Goal Soccer](#)
 - Balloons used for striking skills: Keep feet in "concrete" tap balloons using hand only. variation: Use different body parts keeping the balloon from touching the ground
 - Bowling Mania & Fitness Bowling, Bowl-O-Rama, Roll 3 and Freeze
 - [Cross the river/ Floor is lava \(K-5\)](#): Cross the River: Students will be placed in small groups of 3 to 4 kids. Each group will be given specific equipment that will help them complete the challenge of the game. They must communicate and work together to make it across the river. If any student touches the floor they all must go back
 - Meg Challenge (k-2): Half the class has a ball and the other half is standing in general space with their legs spread apart. The students with the ball will dribble around and see how many peoples legs they can dribble through. After about 60 seconds swirth roles.
 - Soccer Shoot Out- Students dribble to a poly spot that is close to the soccer net. Trap/stop the soccer ball on the spot and try to shoot your soccer ball into the net. If you make the shot, pick up the poly spot and go back to your group. Play until all the poly spots are gone.
 - Group Juggle(K-2): Split the class into teams of at least 5 (try to stick with odd-numbered teams). Have all players form a circle, facing one another. One player should then be given a ball, which he will throw to any team member who isn't standing directly to his right or left. The next player repeats this step, and so on and so forth, until the ball returns to the starting player. Once this happens, have the players attempt to pass the ball in the same sequence as before. Once a rhythm has been established, continue by adding more balls to the circle. *modify using scarves or other equipment
 - Bowling Mania: (K-2) Each team starts with 1 pin up. Roll the ball and knock over the first pin and you get to add your second pin. Next roll if you knock over both pins at the same time you get to add your third and final pin. The first team that can knock over all 3 pins at the same time wins. We're Going on a Turkey Hunt: (K-2) The class is divided in half. Farmers start with a ball on a polyspot outside of the basketball court. Turkeys are pulling a hoop with a jump rope which has a cone with a turkey on it. Farmers are rolling balls trying to knock down turkeys. They retrieve any ball after rolling it and return to their spot. Farmers and Turkeys switch rolls. (Kindergarten adaptation: Farmers roll from any place outside of the Basketball Court.

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<ul style="list-style-type: none"> ● Manipulative Skills ● K-2 Physical Education Activities 	
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<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Math: K.CC.a Know number names and count sequence. ➤ SEL Competencies: Self-Awareness, Self-Management and Relationship Skills ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.s.CI.1 Demonstrate openness to new ideas and perspectives ➤ Computer Science and Design Thinking: 8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks
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Unit 3: Learning Lifestyle and Wellness	Pacing Guide: 9-12 weeks	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can engage in moderate to vigorous activities in a variety of settings. ● I can participate in flexibility and breathing exercises to explore my body's range of motion. ● I can identify opportunities to be physically active at home, school and in the community. ● I can demonstrate the acceptance of others skills and abilities ● I can recognize my body's signs when I am being physical active 	<p>2.2.K.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.K.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>2.2.K.LF.4: Identify physical activities available outside of school that are in the community.</p> <p>2.2.K.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.K.LF.1: Identify personal feelings after participating in Physical Education activities.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify a collaborative solution when presented with team building challenges ✓ SWBAT demonstrate positive collaboration with other students and model the use of accountable talk prompts (I agree.../I disagree) with teacher support. ✓ SWBAT explore challenges and solutions that involve a variety of motor planning skills (balance, flexibility, breathing, etc.) 2.2.K.LF.3 ✓ SWBAT make connections about physical activities in school and those that are available within the community with teacher support. 2.2.K.LF.4 ✓ SWBAT participate in a self reflection about their feelings and share when appropriate.2.2.K.LF.1 		

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behaviors • Exit tickets • On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. • District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. • Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 	<p>Materials</p> <ul style="list-style-type: none"> • Gym or outdoor space • Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc.
<p>Suggested Activities:</p> <p>Skills Based Warm Up Activities</p> <ul style="list-style-type: none"> • Tabata warm up with music. • Flexibility warm up using various yoga and stretching poses. Use poly spots or visual aides with movements. • Allow students to use the playgrounds and teach proper ways to use them. This can be done early in the year to help with recess problems. • Thank you Tag: If tagged a student must freeze. To unfreeze someone must give them a hi-5. The frozen student says "Thank you" and can unfreeze. • Emotions/RULER tag: taggers will have noodles red, yellow, green and blue. Each color represents an emotion. If tagged by red you must freeze and show the emotion. When another friend stops and guesses your emotion you are free. <p>Activities</p> <ul style="list-style-type: none"> • Sharks and Minnows(K-2) : Identify who will be the shark(s), either a player or the leader. Everyone else will be minnows. The shark stands in the middle of the play area and says,"Fishy, fishy, come out and play." The minnows slowly walk towards the sharks. At any time, the shark can yell, "Shark attack!" At which point, the minnows must run to the opposite boundary line without being tagged.If a minnow is tagged, s/he also becomes a shark. When there is only one or two minnows left, they become the sharks in the next round. • Super person: Running and tagging game. Evil villains tag as many Ss as possible trying to "freeze" the class. Those that are not villains are "Superheroes". The Superheroes must give high fives to those that are "frozen" along with a compliment. Once the compliment is given the "frozen" person must say "thank you" and they are now unfrozen. • Cooperation Hoops: similar to musical chairs however, no one is eliminated when a hoop is taken away. Instead, children learn to share their personal space by sharing their hoops 	<p>Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Peer to peer practice • Decrease number of repetitions • Modify activities to make the action less stressful on the body (e.g., wall push ups, knee push ups, partial curl ups) • Use yoga blocks for flexibility activities <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> • Peer teach/coach, demonstrate to class • Increase number of repetitions • Modify activities to make more challenging (e.g., ball push ups, clap push ups, curl ups with feet up)

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<ul style="list-style-type: none">● Bats in caves: children work together to make a cave. Following the cues of the music played (on/off), the children will travel around the gym and enter a cave when the music stops.● Parachute: many different cooperative activities <p>Closing Activity</p> <ul style="list-style-type: none">● Closure Circle: Students recognize others and their positive contributions to class.● Self-testing Mat activities● Iceberg Alley, Parachute activities, Hungry Hippos, Pool Noodle Challenge, Cooperative Cube● K-2 Physical Education Activities	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none">➤ Math: K.CC.a Know number names and count sequence.➤ SEL Competencies: Self-Awareness, Self-Management and Relationship Skills➤ Career Readiness, Life Literacies, and Key Skills: 9.4.s.CI.1 Demonstrate openness to new ideas and perspectives➤ Computer Science and Design Thinking: 8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks	