



West Windsor-Plainsboro Regional School District  
Physical Education Grade Kindergarten

# KINDERGARTEN PHYSICAL EDUCATION

**Content Area: Physical Education**

**Course & Grade Level: Physical Education, Grade Kindergarten**

## Summary and Rationale

The fundamental basis for the physical education program is to develop positive attitudes and values with regards to students' physical well-being. Physical education is an integral part of the total education of youth as it stimulates opportunities for not only physical but academic development, creativity, developing human relationships, and building values. The program is based on student needs and interests and emphasizes the development of physical skills, leisure time and recreational activities; keeping with the goals and mission of our district. The program strives to provide an environment that promotes self-confidence through meaningful, challenging, and varied experiences.

Physical Education in Kindergarten places an emphasis on the development of basic body movement, gross loco-motor skills and rhythmic activities. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill.

## Recommended Pacing

40 days

## State Standards

### 2.2 Physical Wellness

**CPI #2.2 MSC Cumulative Progress Indicator (CPI)**

Disciplinary Concept	Movement Skills and Concepts
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**2.2.2.MSC.1 Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).**

2.2.2.MSC.2 Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

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.

2.2.2.MSC.4 Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.5 Adjust and correct movements and skill in response to feedback.

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.

2.2.2.MSC.7 Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

2.2.2.MSC.8 Explain the difference between offense and defense.

**CPI #2.2 PF Cumulative Progress Indicator (CPI)**

Disciplinary Concept	Physical Fitness
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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).

2.2.2.PF.2 Explore how to move different body parts in a controlled manner.

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).

2.2.2.PF.4 Demonstrate strategies and skills that enable team and group members to achieve goals.

**CPI #2.2 PF Cumulative Progress Indicator (CPI)**

Disciplinary Concept	Lifelong Fitness
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2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
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.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community.

### Interdisciplinary Connections

Standard #	Standard
S.L.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SL.K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

Standard #	Standard
9.1.2.FP.3:	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1:	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

### New Jersey Student Learning Standards for Computer Science and Design Thinking

8.1.2.AP.4	Break down a task into a sequence of steps.
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### Instructional Focus

#### Unit Enduring Understandings

##### **RULES & SPORTSMANSHIP:**

- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

##### **FITNESS:**

- You only have one body; take care of it so that you can be your best every day.
- Appropriate types and amounts of physical activity enhance personal health and fitness is a lifetime commitment.

##### **STRATEGY & TECHNIQUE:**

- The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to make it happen.

**LEADERSHIP & TEAMWORK:**

- The job of a leader is to make everyone perform better.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members.

**Unit Essential Questions****RULES & SPORTSMANSHIP:**

- How do rules help a game? How do rules change the way you play? How does following the rules help you play better?
- Are you fun to play with? How do other people see you?
- Did I do the right thing? What will I do the next time?

**FITNESS:**

- What does it mean to be fit (for me)?
- Why on some days do I get tired faster than on others? How do I get more energy (both in the short-term and in the long-term)?
- How did I challenge myself today?

**STRATEGY & TECHNIQUE:**

- Why am I doing this? (in terms of strategic choices)
- What's my plan? How is it working?
- What did I learn from playing? How do I get better? How do I reach the next level of performance?

**LEADERSHIP & TEAMWORK:**

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?
- What makes a good team?

**Objectives****Students will know:****RULES & SPORTSMANSHIP:**

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. stretches, warm-up activities, fitness stations, gymnastics, net games, ball manipulatives, dance, ribbon sticks, spatial-awareness activities (tag games), manipulative skill practice, problem solving activities, partner and small group manipulatives, fundamental movements).
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.

**FITNESS:**

- The components of health-related and skill-related fitness and identify activities that develop each component.
- The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The physical, social, and emotional benefits of regular physical activity.

**STRATEGY & TECHNIQUE:**

- Skill- and activity-specific vocabulary. (e.g. stretches, warm-up activities, fitness stations, gymnastics, net games, ball manipulatives, dance, ribbon sticks, spatial-awareness activities (tag games), manipulative skill practice, problem solving activities, partner and small group manipulatives, fundamental movements).
- The basic movement vocabulary to describe physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity-relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.

- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

**LEADERSHIP & TEAMWORK:**

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

**Students will be able to:**

**RULES & SPORTSMANSHIP:**

- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Demonstrate ways to handle and care for equipment safely and responsibly.

**FITNESS:**

- Explain that practice and being healthy contribute to safe and improved performance.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Monitor heart rate and breathing before, during, and after exercise.

**STRATEGY & TECHNIQUE:**

- Demonstrate understanding of skill- and activity-specific vocabulary while engaged in the activity. (e.g. stretches, warm-up activities, fitness stations, gymnastics, net games, ball manipulatives, dance, ribbon sticks, spatial-awareness activities (tag games), manipulative skill practice, problem solving activities, partner and small group manipulatives, fundamental movements).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Explain how changes in direction, pathways, and levels can alter movement.
- Explain how changes in rhythm, tempo, beat and musical style can alter movement.
- Explain verbal and visual cues used to improve skill performance.
- Demonstrate proper body mechanics when performing movement skills.
- 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).
- Respond in movement to changes in tempo, beat, rhythm, or musical style
- Correct movement errors in response to feedback.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense.
- Show transfer of understanding by employing a movement skill learned in one activity to that in another movement setting.

**LEADERSHIP & TEAMWORK:**

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
- Demonstrate strategies that enable team members to achieve goals.
- Promote group success by utilizing group problem-solving strategies.
- Motivate group members to work together and provide constructive feedback.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.

**Evidence of Learning**

**Assessment**

- Physical Fitness Test

- Informal observations of student performance
- Skill tests

**Competencies for 21st Century Learners**

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, &amp; Responsible Student/Citizen

**Resources****Core Text:****Suggested Resources:**

SHAPE America

PE Central

K-5 PE Supplemental Materials

Go Noodle

YouTube videos