

Mount Laurel Township Schools
Physical Education Curriculum Guide
Kindergarten

Stage 1 – Desired Results	
<p>NJSLS: 2.5 Motor Skills: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>	<p>Unit/Big Idea: (1) Movement</p>
<p>Enduring Understandings:</p> <p>Students will understand that... Moving safely, effectively, and efficiently makes you feel good.</p>	<p>Essential Questions:</p> <p>What is movement?</p> <p>Do we all move the same way?</p> <p>Why do we follow rules?</p>
<p>Students will know that... Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p>	<p>Students will be able to...</p> <p>2.5.2.A. 1. Explain and 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).</p> <p>2.5.2.A.4. Correct movement errors in response to feedback.</p>
<p>Interdisciplinary Connections:</p> <p>New Jersey Student Learning Standards (2016) for English Language Arts for Kindergarten: Teachers will select at minimum 2-3 standards from the following New Jersey Student Learning Standards (2016) for English Language Arts to support this unit:</p> <p>Progress Indicators for Reading Informational Text:</p> <p>Key Ideas and Details</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding.

Progress Indicators for Writing:

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9. (Begins in grade 4)

Range of Writing

W.K.10. (Begins in grade 3)

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- CRP3. Attend to personal health and financial well-being.
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- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Stage 2 – Assessment Evidence

Required Benchmark/Performance Assessment:

Students will perform a P.E. activity in a safe, effective, and efficient manner. After completion of the activity have students check off what they saw during the performance of the activity.

Other Evidence:

- Observation - students respect the space of others.
- Observation – students follow class rules and activity instructions
- Observation – students demonstrate skill competency during class
- Skills and behavior check list

Stage 3 - Learning Plan

Suggested Learning Activities:

- Introduce personal and general space.
 - Terms related to body planes and parts
 - Body positioning and spatial awareness
 - Key terms: personal and general space
 - A variety of verbal, audio, and visual cues
 - Teacher’s classroom rules, expectations, and consequences
 - Variety of locomotive and non-locomotive skills
 - Discuss Essential Questions
- Develop an activity checklist (e.g. did anyone bump into another person, did I follow the rules, did I have fun). Review the chart with students after the completion of an activity and have them track their opinion (use a check, of a happy/sad face).
 - Activity: games that support locomotive and non-locomotive skills.
 - Move and Stop – students perform a movement and stop and start on various cues.

- Discuss and demonstrate body planes and parts (e.g., trunk, torso, backhand, forward, etc.).
- Introduce and perform a variety of movement skills (e.g., running, hopping, galloping, tossing, bouncing, rolling, etc.)

- Tag
- Freeze Dance – students dance while music is playing. When it stops they need to hold the position they are in.
- Interpretive Movement – Read a story and have students interpret the movements (e.g., animals, vehicles, nature)

Unit Strategies/Modifications:

Special Education Students:

- Development of target vocabulary
- Scaffolding comprehension
- Scaffolding content-area reading
- Decreasing the amount of work presented or required;
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Offering graphic organizers
- Teaching key aspects of a topic. Eliminating nonessential information.
- Providing study guides.
- Allowing students to correct errors (looking for understanding);
- Marking students' correct and acceptable work, not the mistakes;
- Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- Modifying tests to reflect selected objectives;
- Using true/false, matching, or fill in the blank tests in lieu of essay tests;
- Reducing the number of answer choices on a multiple choice test;
- Allowing the use of note cards or open-book during testing;

Gifted Students:

- Guided Reading materials (classroom teachers and/or reading specialist can assist with selections)
- Flexible grouping in content areas
- Independent projects
- Differentiated product assignments
- Student Choice
- Multiple texts
- Multiple intelligence options
- Group investigation
- Research
- Bloom's Taxonomy - Higher order thinking skills (synthesis and evaluation)
- Habits of Mind
- Webb's Depth of Knowledge - Emphasis on Level 3 and 4 (Strategic and extended reasoning)

Students at Risk of Failure:

- Utilize real world/cultural learning situations
- Strategic pairing ("buddy")
- Offering checklist to guide tasks

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Core Instructional Materials:

- Newsela Website (<https://newsela.com>) for various levels of texts/articles
- Refer to “Suggested Learning Activities” below for titles of songs, books etc to support the unit. The school reading specialist and/or library media specialist may assist you with additional titles/offerings.
- Physical Education equipment.

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Stage 1 – Desired Results	
<p>NJSLS: 2.5 Motor Skills: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle</p>	<p>Unit/Big Idea: (2) Strategy</p>
<p>Enduring Understandings:</p> <p>Students will understand that... Being a good or bad sport affects everyone.</p>	<p>Essential Questions:</p> <p>What is sportsmanship? Why do we follow rules?</p>
<p>Students will know that...</p> <p>Teamwork consists of effective communication and other interactions between team members.</p>	<p>Students will be able to...</p> <p>2.5.2.B.3. Determine how attitude impacts physical performance.</p> <p>2.5.2.B.4. Demonstrate strategies that enable team members to achieve goals.</p>
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RI.K.10. Actively engage in group reading activities with purpose and understanding.

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Production and Distribution of Writing

W.K.4. (Begins in grade 3)

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Research to Build and Present Knowledge

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Stage 2 – Assessment Evidence

Required Benchmark/Performance Assessment:

At the end of an activity have students reflect if they were or were not a good sport. Have students share one good and one negative action. Students should identify how they could change the negative action into a positive.

Other Evidence:

Reflection – ask student if he/she played well and fair with their classmates.

Oral response – during play ask a student(s) if he/she is being a good sport.

Observation – is the class playing well together?

Oral response – have students periodically describe what is a good sport or what is sportsmanship.

Stage 3 - Learning Plan

Suggested Learning Activities:

Classroom and play area rules, safety, and limitations.

The importance of playing safe:

- Discuss class rules and post the rules in the gym.
- Discuss the impact of having rules and not

- having rules (e.g., during games, organized sports, in society relating to safety)
- Role play
- Discuss play area safety – specifically the playground.

Unit Strategies/Modifications:

Special Education Students:

- Development of target vocabulary
- Scaffolding comprehension
- Scaffolding content-area reading
- Decreasing the amount of work presented or required;
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Offering graphic organizers
- Teaching key aspects of a topic. Eliminating nonessential information.
- Providing study guides.
- Allowing students to correct errors (looking for understanding);
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- Reducing the number of answer choices on a multiple choice test;
- Allowing the use of note cards or open-book during testing;

Gifted Students:

- Guided Reading materials (classroom teachers and/or reading specialist can assist with selections)
- Flexible grouping in content areas
- Independent projects
- Differentiated product assignments
- Student Choice
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Stage 1 – Desired Results	
<p>NJSLS: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p>	<p>Unit/Big Idea: (3) Fitness</p>
<p>Enduring Understandings:</p> <p>Students will understand that... eir body tells them how they feel (relaxed, tired, exhausted.)</p>	<p>Essential Questions:</p> <p>Why does my body feel different when I move?</p> <p>Why is it important for me to know how I feel?</p>
<p>Students will know that... Appropriate types and amounts of physical activity enhance personal health.</p>	<p>Students will be able to...</p> <p>2.6.2.A.1. Explain the role of regular physical activity in relation to personal health.</p> <p>2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.*</p> <p>* Bolded items reflect the portion of the standard to be met.</p>
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Stage 2 – Assessment Evidence

Required Benchmark/Performance Assessment:

How Do I Feel? Students engage in a short but aerobically challenging game or exercise. After, students should draw a picture of themselves depicting how they feel at the end of the activity. Share as a group.

Other Evidence:

Observation – do students take breaks to recover during vigorous activity (e.g., a drink, rest) and then return to the activity and continue playing?

Oral response – students describe how they feel after completing a task or activity.

Stage 3 - Learning Plan

Suggested Learning Activities:

- Discussion on body responses to exercise and movement.
- Discuss Essential Questions.
- Identify various methods of tracking body responses (e.g., heart rate, emotional, body aches).
- Have students track their own body response (Such as feeling for a pulse change)
- Discussion about physical conditions (e.g. how to adjust activity so you feel better, how to respond to a feelings so you try an

Response check list – list several physical responses on a white board. Students can individually vote on what they felt at various stages of the activity.

activity, how to treat a body response so you are safe and healthy).

- Reflection – after completing an activity talk about how they body and emotions felt before, during, and after.

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