

Pequannock Township School District

Curriculum Syllabus

Physical Education- Kindergarten

Course Description:

The goal of physical education is to help students learn a variety of important life skills, which include movement skills, knowledge, and behavior/social skills, over the course of each school year. These include: locomotors, non-locomotors, manipulative skills, team-building, social interaction skills, cognitive concepts linked to fitness, wellness, skill development, and social skills appropriate to each grade/developmental level. This is essential to engage students in exploration through games and activities. These activities will provide the student with the opportunity to enhance his/her ability to brainstorm ideas, make decisions, solve problems, build cooperative teams, and resolve conflicts. Moreover, we want all students to develop an understanding of the importance of lifelong fitness and skill building concepts. It is important that we instill healthy living and activity knowledge, skills, and disposition at a young age in an attempt to impact positive lifestyle choices and patterns for the long term.

Objectives:

1. To develop a level of body movement and movement skills necessary for games, sports and lifetime recreational pursuits.
2. An opportunity to learn and appreciate the enjoyment derived through physical activity
3. The necessary environment where positive attitudes toward health and safety can be learned through physical activity
4. The opportunity to learn basic sports skills
5. To participate fully and actively in various team-building activities
6. To acquire motor skills necessary for participation in lead up games and team sports
7. The opportunities to be involved in making decisions and assuming the responsibilities of these decisions
8. To recognize self as a physical being and that using one's body can be a satisfying and rewarding experience
9. To understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction
10. The ability to recognize the value of reflection or debriefing of an activity through written self-assessment.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

Movement Skills and Concepts- Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

- 2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

- 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).
- 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. Appropriate types and amounts of physical activity enhance personal health.
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style
- 2.5.2.A.4 Correct movement errors in response to feedback.

Fitness and Physical Activity- Appropriate types and amounts of physical activity enhance personal health.

- 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.
- 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.
- 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

Strategy- Teamwork consists of effective communication and other interactions between team members.

- 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.2.B.2 Explain the difference between offense and defense.
- 2.5.2.B.3 Determine how attitude impacts physical performance.
- 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.

Sportsmanship, Rules, and Safety- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.

- 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Wellness Personal Growth and Development- Health enhancing behaviors contribute to wellness.

- 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.

Nutrition - Choosing a balanced variety of nutritious foods contributes to wellness.

- 2.1.2.B.1 Explain why some foods are healthier to eat than others.

Diseases and Health Conditions- Knowledge about diseases and disease prevention promotes health-enhancing behaviors.

- 2.1.2.C.1 Summarize symptoms of common diseases and health conditions.

Scope and Sequence

Unit Plan I: Movement Education/Rhythm	8 Weeks
Unit Plan II: Wellness	8 Weeks
Unit Plan III: Manipulative Skills	8 Weeks
Unit Plan IV: Movement Locomotor/Nonlocomotor Skills	8 Weeks
Unit Plan V: Lifetime/Cooperative Activities	8 Weeks

Assessments

Evaluation of student achievement in this course will be based on the following:

- Teacher Observation, Physical Fitness Requirements, Rubrics, Student Self Assessment

Curriculum Resources

- Physical Education Central: www.pecentral.org
- National Association for Sport and Physical Education: www.aahperd.org
- N.J. Association for Health Physical Education Recreation and Dance
www.njahperd.org
- Physical Education Links for You: www.pelinks4u.org
- Physical Education Universe: www.peuniverse.org

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Play Outside
- Go for a family walk
- Have students play a sport (if interested)
- Eat Healthy