

Springfield Township School District
Physical Education Curriculum
Grade: K-2
BOE Approval PENDING

K-2 PE Curriculum	
Unit of Study: Establishing a Learning Environment; Sportsmanship, Rules and Safety	Pacing: 3-4 Weeks Embedded Throughout
Unit Focus: Students will work together to solve tasks helping to build a positive learning environment as well as understand sportsmanship, rules and safety.	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p>	
<p style="text-align: center;">Interdisciplinary Connections</p> <p><u>English Language Arts</u></p> <ul style="list-style-type: none"> NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <p><u>Social Studies</u></p> <ul style="list-style-type: none"> 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 	
<p><u>21st Century Skills (9.1, 9.2) & Career Education 9.3</u></p> <ul style="list-style-type: none"> 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 	
Enduring Understandings	Essential Questions

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<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none">● Games/competitions are most enjoyable when all players follow the rules, play fair and demonstrate a healthy attitude about winning and losing.● Students who display appropriate and cooperative behavior while participating in and watching games add to the enjoyment of the game.● Teamwork means that all team members must communicate effectively and interact in helpful, encouraging and supportive ways while playing.● Having a good attitude is necessary to improve individual and team performance.● Understand that warm-up exercises are important for safe and efficient movement.	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none">● Why do we need rules?● What are the safety rules that we must follow in the gym and why are they so important?● What is meant by sportsmanship?● How do we show good sportsmanship while participating in different activities in the gym?● Why is it important to work together during activities?● What is the difference between competition and cooperation?● Why are warm-up exercises important?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none">● Sportsmanship● Teamwork● Safety● Rules	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none">● Identify and maintain a safe personal space during activity.● Explain the qualities of good sportsmanship behaviors.● Demonstrate good sportsmanship behavior during activity.● Engage in developmentally appropriate cooperative strategies in games, sports, and movement activities.● Demonstrate the ability to work collaboratively toward a common goal.● Understand how attitude affects physical performance.● Explain and demonstrate an understanding of rules and expectations and why they are expected and necessary.● Explain and demonstrate class procedures and safety rules.
Learning Activities	Resources/Websites
<ul style="list-style-type: none">● Small group team building activities● Whole class team building activities● Group discussion on rules	<p>https://www.pecentral.org/</p>
Assessment Evidence	

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Performance Tasks <ul style="list-style-type: none"> • Participation • Discussion • Sportsmanship/Teamwork 	Other Evidence <ul style="list-style-type: none"> • Teacher Checklists • Teacher Observation
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Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	

K-2 PE Curriculum	
Unit of Study: Locomotor/Non-Locomotor Movements and Manipulative Movement	Pacing: 5 Months Embedded Throughout

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Unit Focus:

- **Students will develop locomotor and non-locomotor movements skills as well as manipulative movement skills in isolated and applied settings**

New Jersey Student Learning Standards

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

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

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

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

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).

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

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

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.4: Identify physical activities available outside of school that are in the community.

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills (9.1.9.2) & Career Education 9.3

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Enduring Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- Learning how to kick, bounce, hit, throw and catch a ball allows us to play different games.
- Being active can help us gain muscular strength,

Essential Questions

What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...

- How do games and activities improve our fitness?
- How do skills and strategies improve our

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flexibility, balance and endurance. <ul style="list-style-type: none"> • Participating in sports, games and other activities exercises our heart and other muscles. • Offensive and defensive strategies play a big role in certain games. • Showing respect to our peers allows for a positive classroom environment. 	fitness? <ul style="list-style-type: none"> • What skills and strategies are needed to achieve success while participating in various games and activities?
Key Terms and Vocabulary	Skills
<i>What facts and basic concepts should students know and be able to recall? Students will know...</i> <ul style="list-style-type: none"> • Bounce • Dribble • Kick • Shoot • Pass • Throw • Catch • Strike • Roll • Dominate • Non Dominate 	<i>What skills and processes should students be able to use? Students will be skilled at...</i> <ul style="list-style-type: none"> • Demonstrate developmentally appropriate gross motor skills (e.g. crawl, walk, jog, run, skip, hop, jump, leap, gallop, side-step, and animal movements). • Demonstrate developmentally appropriate ways to kick/dribble • Demonstrate the passing of a soccer ball using the inside of students' foot. • Kick a ball at a stationary target. • Practice kicking a ball using a one-step approach. • Demonstrate developmentally appropriate underhand and overhand throwing techniques using various balls, objects and targets. • Demonstrate changes in time, force and flow while moving in different directions and pathways in personal and general space. • Practice hitting a stationary and moving target (through kicking, throwing, rolling). • Develop eye-hand coordination with tossing, catching, bouncing and volleying activities. • Develop foot-eye coordination with kicking activities, and during movement. • Develop and improve their skills and performance through practice. • Practice proper release of a ball. • Demonstrate basic offensive and defense skills.
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Kicking a ball • Dribbling a ball with their feet • Shooting a ball using their feet at a target • Passing a ball with their feet to another student • Dribbling a ball with their hands • Throwing a ball at a target • Throwing a ball to a partner • Catching a ball thrown to them 	https://www.pecentral.org/

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<ul style="list-style-type: none"> • Striking a ball with a bat or racquet • Volleying a ball • Shooting a ball into a net • Playing skill based games 	
Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> • Participation • Discussion • Sportsmanship/Teamwork 	Other Evidence <ul style="list-style-type: none"> • Teacher Checklists • Teacher Observation

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	

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K-2 PE Curriculum

Unit of Study: Dance and Yoga

Pacing: 6 Weeks
Embedded Throughout

Unit Focus:

- **Students will develop balance, flexibility and movement skills through dance and yoga.**

New Jersey Student Learning Standards

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
 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).
 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
 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

English Language Arts

- NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Enduring Understandings

Essential Questions

What specifically do you want students to understand? What inferences should they make?

What thought-provoking questions will foster inquiry, meaning-making, and transfer?

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<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Developing competence in locomotor skills is important for efficient and enjoyable play. • Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance and recreational activities. • Understand that repetitive practice of new skills learned will enhance one's ability to play. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Dance and yoga helps improve agility, balance and coordination needed in other sports. 	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • Why is learning different ways to move important for participation in physical activity? • What are the different locomotor skills that one needs during a physical activity? • How can understanding movement concepts improve my performance? • How does dance improve our physical fitness? • How does yoga improve our physical fitness? • Why is it important to keep a safe space while we move?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Yoga • Sidestep • Grapevine • Kick • Tree Pose • Cobra • Butterfly 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of directional words (e.g. on, off, over, forward, backward, side-to- side) • Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • Respond to changes in tempo, beat, rhythm, or music style through their movement. • Correct a movement error in response to feedback. • Develop and improve motor skills and performance through practice. • Practice dance steps/skills to increase eye-hand, eye-foot coordination. • Demonstrate basic social, line and contra dance steps. • Demonstrate basic yoga techniques.
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Follow along to basic yoga videos • Learn basic line dances such as (chacha slide, cupid shuffle, YMCA, ect.) • Dance independently to music 	<p>https://www.pecentral.org/</p>
Assessment Evidence	

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Performance Tasks <ul style="list-style-type: none"> • Participation • Discussion • Sportsmanship/Teamwork 	Other Evidence <ul style="list-style-type: none"> • Teacher Checklists • Teacher Observation
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Accommodations for Different Learners		
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