Springfield Township School District
Physical Education Curriculum
Grade: Kindergarten
BOE Approval PENDING

Kindergarten	
Unit of Study: Social	**Pacing: 2 Lessons**
Unit Foci: ● **A study in a person's body in relation to self, others and their environment, and its contribution to overall wellness.** ● **Recognizing and demonstrating safety strategies to prevent injuries at home, school, and in the community**	
New Jersey Student Learning Standards 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.	
Interdisciplinary Connections ELA, Social Studies	
21st Century Skills (9.1, 9.2) & Career Education 9.3 ● Brainstorming can create new, innovative ideas. (Creativity and Innovation) ● There are actions an individual can take to help make this world a better place.(Civic Financial Responsibility) ● Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. (Critical Thinking and Problem-solving) ● Individuals from different cultures may have different points of view and experiences. (Global and Cultural Awareness) ● Individuals should practice safe behaviors when using the Internet. (Digital Citizenship) ● Digital communities allow for social interactions that can result in positive or negative outcomes. (Digital Citizenship)	

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Technology (including 9.4 of CLKS)

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 8.1.2.AP.4: Break down a task into a sequence of steps.

Enduring Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ● Families come in many different configurations and are made up of the people who love and care for each other. ● All families are special. ● Understand harassment, intimidation, and bullying and its prevention methods. ● Being responsible means making good decisions in a variety of settings. ● Disagreements are normal and we can handle them in a positive way.	*What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...* ● What is a family? ● How can we celebrate all families? ● Why is it important to develop healthy family and friend relationships? ● What are characteristics of bullying behaviors? ● What does it mean to be responsible? ● How do we keep disagreements from occurring? ● When conflict occurs, how do we handle it?

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Key Terms and Vocabulary	Skills
What facts and basic concepts should students know and be able to recall? Students will know… ● Bullying ● Teasing ● Family ● Responsible ● Disagreement ● Family ● Emotions ● Conflict	*What skills and processes should students be able to use? Students will be skilled at...* ● Explaining that families are all different. ● Explaining that families are made up of people who love and care for each other. ● Identifying different emotions. ● Naming strategies to manage emotions. ● Identifying ways to get help with problems that occur. (e.g. emotions, bullying, conflict) ● Describing responsible behavior and positive decision making in a variety of settings. ● Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. ● Determine the factors that contribute to healthy relationships ● Identify basic social and emotional needs of all people
Learning Activities	**Resources/Websites**
● “My Family Worksheet”	● Different Kinds of Families

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• "Family Portrait" • "Teasing or Bullying" - The teacher will discuss certain scenarios where bullying or teasing is occuring. Students will then use their understanding of bullying or teasing and choose which is taking place in the given scenario.	○ *The Family Book:* ■ https://www.youtube.com/watch?v=AyVL9bH0guk • Bullying Is Never OK • https://jr.brainpop.com/health/feelingsandsel/friends/ • https://jr.brainpop.com/health/besafe/bullying/ • Kindergarten BrainPop Video Transcripts
Assessment Evidence	
Performance Tasks • Scenario Role Play • Family worksheet • Family Portrait • Teasing or Bullying Activity	**Other Evidence** • Group Discussion • Teacher Checklists • Teacher Observation • Informal Rubrics • Self Assessment

Accommodations for Different Learners		
Students with Disabilities	**Gifted and Talented Students**	**ESL Students**
• preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter	• modify content to extend skills to a higher level • provided additional independent projects	• provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions

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Kindergarten

Unit of Study: Personal Safety and Wellness	**Pacing: 3 Lessons**

Unit Focus: ***A Study in the stages of personal growth and development at a young age, and the adoption of the idea that health and safe habits provide positive health outcomes.***

New Jersey Student Learning Standards

2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

Interdisciplinary Connections

ELA, Social Studies, Science

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

- Brainstorming can create new, innovative ideas. (Creativity and Innovation)
- There are actions an individual can take to help make this world a better place.(Civic Financial Responsibility)
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Technology (including 9.4 of CLKS)

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Enduring Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ● Wellness is in your control ● There are strategies to control their personal safety. ● Our body is composed of multiple parts that require specific care methods to maintain wellness.	*What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...* ● What is being well? ● What is safe? ● How can we prevent unsafe things from happening?
Key Terms and Vocabulary	**Skills**
What facts and basic concepts should students know and be able to recall? Students will know… ● Germs ● Hygiene ● Plaque ● Use/ Misuse ● Safety Signs ● Medication	*What skills and processes should students be able to use? Students will be skilled at...* ● Students will role-play safety situations in which they need to make safe decisions ● Students will explain various ways to keep their body clean and healthy ● Students define core vocabulary in various situations ● Students demonstrate health enhancing behaviors ● Students identify safe choices indoors and outdoors ● Students will explain ways to stay safe in various situations

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	• Students identify various warning signals and safety signs and explain their meaning • Students will explain when and why medication is used • Students will provide reasons for following medication safety tips
Learning Activities	**Resources/Websites**
(may include, but are not limited to the following) • Handwashing Practice • Medication label identification • Role-Playing Safety Situations • Identification of Safety Signs	(may include, but are not limited to the following) • https://jr.brainpop.com/health/bewell/washinghands/ • https://jr.brainpop.com/health/bewell/goingtothedentist/ • https://jr.brainpop.com/health/teeth/caringforteeth/ • https://jr.brainpop.com/health/bewell/goingtothedoctor/ • https://jr.brainpop.com/health/besafe/safetysigns/ • https://jr.brainpop.com/health/besafe/firesafety/ • https://jr.brainpop.com/health/besafe/internetsafety/ • https://jr.brainpop.com/health/drugs/medicine/ • Kindergarten Personal Safety and Wellness Le…
Assessment Evidence	

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Performance Tasks	**Other Evidence**
● Identify Safety Signs ● Correct Hand Washing Technique ● Identify Medication Labels ● Role-Playing Safety Situations ● Identifying unsafe situations and items ● Practicing health- enhancing behaviors ● Identifying emergency situations ● Utilizing resources to get help	● Group Discussion ● Teacher Checklists ● Teacher Observation ● Informal Rubrics ● Self Assessment

Accommodations for Different Learners

Students with Disabilities	**Gifted and Talented Students**	**ELL Students**
● preferential seating ● repeat and clarify Instructions ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students	● modify content to extend skills to a higher level ● provided additional independent projects ● allow structured student choice for skill extension or topic	● 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
At Risk Students	**504 Plan Students**	
● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words	● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary	

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• 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)	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)	• provide concrete examples when possible

Kindergarten

Unit of Study: Responsibility and Self Control	**Pacing: 1 Lesson**
Unit Focus: *A Study in responsibility, how we think about ourselves and how different individuals handle emotions and stress.*	

New Jersey Student Learning Standards

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Interdisciplinary Connections

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ELA, Social Studies

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

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Enduring Understandings	Essential Questions

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What specifically do you want students to understand? What inferences should they make? Students will understand that... ● Many factors influence how we think about ourselves and others. ● There are different ways that individuals handle stress, and some are healthier than others. ● There are different ways to practice self-control depending on the setting.	*What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...* ● What is responsibility? ● How does self-control change depending on the environment that you are in? ● What does self-control look like? ● How can effective coping strategies help to reduce stress? ● How can effective coping strategies help overall health?
Key Terms and Vocabulary	**Skills**
What facts and basic concepts should students know and be able to recall? Students will know… ● Responsibility ● Self Control ● Stress ● Emotions	*What skills and processes should students be able to use? Students will be skilled at...* ● Students will identify what responsibility looks like. ● Students will give examples of ways they are responsible ● Students will explain how self control looks in various settings ● Students will give example of ways to manage emotions ● Students will list effective coping strategies for stress
Learning Activities	**Resources/Websites**

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(may include, but are not limited to the following) ● Student Role-Play ● Students List of Coping Strategies	(may include, but are not limited to the following) ● https://jr.brainpop.com/health/feelingsandsel/emotions/ ● https://jr.brainpop.com/health/feelingsandsel/empathy/ ● https://jr.brainpop.com/health/beresponsible/caringforpets/ ● Kindergarten Responsibility and Self Control Le…
Assessment Evidence	
Performance Tasks ● Scenario Role Play ● List of Responsibilities ● List of Coping Strategies	**Other Evidence** ● Group Discussion ● Teacher Checklists ● Teacher Observation ● Informal Rubrics ● Self Assessment

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