

Quinton Township School District
Physical Education
Kindergarten
[Pacing Guide](#)

Unit	1	Unit Title:	Introduction to Physical Education	Pacing:	5 Days
Unit Summary: Leading a healthy, active life begins at a young age. In each unit of kindergarten physical education, students aim to develop elements of movement, manipulative, locomotor and/or non locomotor skills through individual and cooperative activities. All units have a goal of promoting understanding of wellness and safety. The main focus of this first unit is to establish rules and develop routines while beginning to focus on gross motor development.					
Essential Question: How do rules and routines create safety? Why is it important to have daily physical activity?					
Objectives: ● Explain how rules help keep us safe. ● Demonstrate appropriate behaviors in physical education class. ● Explain the importance of physical activity. ● Develop and refine basic gross motor skills (i.e. walking, jogging, jumping).					
NJSLS-CHPE Standards: 2.1.2.PGD.1, 2.2.2.PF.1, 2.2.2.MSC.7, 2.3.2.PS.1					
Interdisciplinary Connections: SL.PE.K.1, 6.1.2.CivicsPR.1					
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1					
Computer Science & Design Thinking: 8.1.2.AP.4					

Career Education: 9.2.2.CAP.1			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
- Conduct Simon Says activities to reinforce classroom rules and proper use of outdoor physical education spaces and gymnasium. - Play games such as Frog Pond and Follow My Lead to develop locomotor skills of walking, jogging, hopping, and jumping, varying speeds and alternating skills for challenges.		Core Materials PE Central Frog Pond Activity Follow My Lead Activity Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps Ipad Student-Created Movement Music Playlists
Assessments			
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation		Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
Modify and accommodate as listed in student IEP or 504 plan.	Partner with native-language-speaking teacher/paraprofessional as	Make modifications to instructional plans based on I and RS Plan.	Allow self-directed learning for growth though independent projects.

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• Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Reteach and review skills daily. • Demonstrate skills. • Assign positions on the field that suit students' needs and ability • Every student has their own equipment to work at their own pace • Assign partners with similar abilities.	• available. • Use target words and cognates to understand directions. • Translate directions in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model.	• Allow to lead activities, design a movement sequence, and serve as peer mentor. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	2	Unit Title:	Movement Education and Rhythm	Pacing:	7 Days
Unit Summary: With classroom routines and safety guidelines established, students work to develop additional gross motor skills. Within this context, they also build their capacity to follow directions, ask questions as needed to clarify directions, and correct their movements in response to teacher feedback.					
Essential Questions: How can moving around help me be healthy? How can I make movement more fun?					
Objectives: • Develop and refine basic gross motor skills (i.e. walking, jogging, jumping). • Demonstrate levels, direction, ranges and pathways in a controlled and applied setting. • Correct movement in response to feedback provided by both teachers and peers.					
NJSLS-CHPE Standards: 2.1.2.PGD.2, 2.1.2.PGD.3, 2.2.2.MSC.2, 2.2.2.MSC.3					
Interdisciplinary Connections: SL.PE.K.1, 6.1.2.CivicsPR.1					
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1					
Computer Science & Design Thinking: 8.1.2.AP.4					
Career Education: 9.2.2.CAP.1					

Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Conduct activities such as Red Light, Green Light, What Time is It Mr. Fox, Octopus Tag, Witches Tag to build gross motor skills of walking, jogging, hopping, jumping. - Conduct activities such as Space City and Scooter Pathways to develop the movement concepts of space, levels, directions, and pathways. - Conduct tumbling activities, including log rolls, forward rolls, and egg rolls. - Practice movement in crab walk, dog walk, and sea crawl. - Conduct activities such as Hokey Pokey to integrate music and rhythm with gross skill development.	Core Materials PE Central Space City Activity Scooter Pathways Activity balance lines, scooters, mats Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation	Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	
Differentiation		

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Special Education	MLL	At Risk	Gifted and Talented
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Unit	3	Unit Title:	Wellness and Manipulative Skills	Pacing:	7 Days
Unit Summary: Physical activity is directly linked to overall health and wellbeing. In this unit, students practice manipulative skills in the context of learning how exercise and physical activity support a healthy body. Students also demonstrate continued safety with objects and props that are used in developing coordination, manipulative skills, and class cooperation.					
Essential Question: What does it mean to be fit? How can I use my body to control movements?					
Objectives: • Develop spatial and coordination skills through movement and manipulative activities such as walking on a balance beam, twirling a hula-hoop, or buttoning and unbuttoning. • Perform various movement and manipulative skills (kicking, striking) with developmentally appropriate control during skill practice. • Identify body parts (hands, feet, knees, head) that may be used to control different objects during various manipulative activities.					
NJSLS-CHPE Standards: 2.1.2.EH.1, 2.1.2.EH.3, 2.1.2.PGD.2, 2.1.2.PGD.3, 2.2.2.PF.2, 2.2.2.PF.3, 2.2.2.LF.2, 2.3.2.PS.2					
Interdisciplinary Connections: SL.PE.K.1, 6.3.2.GeoGI.2, 6.1.2.CivicsPR.3					
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.GCA.1					
Computer Science & Design Thinking: 8.1.2.AP.4					

Career Education: 9.2.2.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Conduct warm ups such as stretching to prepare muscles for physical activity. ● Create a fitness goal and use a fitness app to track progress. ● Practice ball handling skills including throwing underhand, throwing overhand, catching, rolling, and bouncing through activities such as bean bag tosses, basketball skill courses, and Moving Ducks Throw. ● Utilize hula hoops and balance beams in order to develop coordination. ● Practice movements with bowling.	Core Materials PE Central Moving Ducks Throw Activity puff balls, orange balls, bean bags, bowling balls, pins, cones, gym mats, hula hoops, poly spots Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		
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Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments with Sentence Stems	
Differentiation		

Special Education	MLL	At Risk	Gifted and Talented
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Unit	4	Unit Title:	Locomotor and Non-Locomotor Skills	Pacing:	5 Days
Unit Summary: Development of gross and fine motor skills is an important part of childhood. In this unit students refine their gross and fine motor skills while improving directionality, pathways, and body management skills.					
Essential Questions: How can moving around help me be healthy? How can I make movement fun?					
Objectives: - Develop and refine fine and stationary gross motor skills while in self-space. (e.g. twisting, bending e.g., work towards using smaller-sized manipulatives during activity). - Demonstrate basic activity and safety rules when refining nonlocomotor skills (e.g. twisting, bending, stretching, curling).					
NJSLS-CHPE Standards: 2.1.2.PGD.3, 2.1.2.EH.4, 2.2.2.MSC.1, 2.2.2.MSC.2, 2.2.2.MSC.3, 2.2.2.MSC.4, 2.2.2.MSC.6					
Interdisciplinary Connections: SL.PE.K.1, 6.1.2.CivicsPR.1					
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1					
Computer Science & Design Thinking: 8.1.2.AP.4					
Career Education: 9.2.2.CAP.1					
Overview of Activity/Focus			Instructional Materials	Technology Infusion	

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- Practice and refine locomotor skills including galloping, side sliding, skipping through activities such as Skip to My Lou. - Practice and refine non locomotor skills including bending, stretching, pushing, pulling, rising, and falling through activities such as Alphabet Warm-ups. - Integrate direction and pathways, including up/down, forward/backward, sideways/diagonal, and straight/curvy/zig-zag, for more complex routines and patterns.	Core Materials PE Central Skip to My Lou Activity Alphabet Warm Up Activity puff balls, orange balls, bean bags, cones, gym mats, hula hoops, poly spots Supplemental Resources PBSLearning: PE	Smart Board Applications Go Noodle Fitness Apps iPad Student-Created Movement Music Playlists	
Assessments			
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary.	- Partner with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand	- Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and	- Allow self-directed learning for growth though independent projects. - Allow to lead activities, design a movement sequence, and serve as peer

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Unit	5	Unit Title:	Cooperative Games	Pacing:	7 Days
Unit Summary: Cooperation is an essential life skill. In the final unit of kindergarten physical education, students develop their ability to work cooperatively as partners and teams in order to achieve a goal.					
Essential Questions: How does working with others make physical activity more fun? How do members of a team work together to achieve a goal					
Objectives: ● Explain the basic rules of popular sports and games. ● Distinguish between an offensive player and a defensive player during game play. ● Explain what it means to display good sportsmanship. ● Demonstrate cooperative and competitive strategies in movement activities and modified games. ● Describe the value of lifelong sports.					
NJSLS-CHPE Standards: 2.1.2.EH.2, 2.1.2.SSH.5, 2.1.2.SSH.6, 2.1.2.SSH.8, 2.2.2.MSC.4, 2.2.2.MSC.5, 2.2.2.PF.3, 2.2.2.PF.4, 2.3.2.PS.6					
Interdisciplinary Connections: SL.PE.K.1, 6.1.2.CivicsPR.1					
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1					
Computer Science & Design Thinking: 8.1.2.AP.4					
Career Education: 9.2.2.CAP.1					

Overview of Activity/Focus		Instructional Materials	Technology Infusion
- Practice cooperative skills through parachute activities such as Parachuting into Spring where students work together to achieve a common goal. - Navigate obstacle courses and conduct relay events to build team spirit and sportsmanship. - Conduct team sports activities such as soccer, Puff Polo, basketball, volleyball, and baseball/softball to distinguish between offensive and defense players. - As a group, make a list of sports that can be lifelong activities.		Core Materials PE Central Parachuting Into Spring balls, sticks, frisbees, bases, cones, bats, parachute, nets Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps iPad Student-Created Movement Music Playlists
Assessments			
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