

# Moonachie School District Physical Education Curriculum: Grades K-2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Born On: August 23, 2022  
Re-Adopted: August 26, 2025

Throughout the curriculum, you will find the integration of the 10 New Jersey CHPE Practices naturally embedded.

The 10 Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

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| Acting as responsible and contributing member of society     | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good. |
| Building and maintaining healthy relationships               | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.  |
| Communicating clearly and effectively (verbal and nonverbal) | Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome   |
| Resolving conflict   | Individuals who possess health and physical literacy acknowledge problems in school and in the  |

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|   | community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.  |
| Attending to personal health, emotional, social and physical well-being | Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health. |
| Engaging in an active lifestyle   | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.   |
| Making decisions  | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.  |
| Managing-self   | Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research  |

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|                                    | reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.   |
| Setting goals                      | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.  |
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |

**CHPE: PHYSICAL EDUCATION****Grades K-2****2.2 Physical Wellness****DISCIPLINARY CONCEPT: MOVEMENT SKILLS AND CONCEPTS**

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

| <b>Core Ideas</b>  | <b>Performance Expectation Standards</b>   |
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| The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports and recreational activities | <ul style="list-style-type: none"><li>● 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</li><li>● 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li><li>● 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</li><li>● 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</li></ul> |
| Feedback impacts and improves the learning of movement skills and concepts   | <ul style="list-style-type: none"><li>● 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</li></ul>   |
| Teamwork consists of effective communication and respect among class and team members.   | <ul style="list-style-type: none"><li>● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</li><li>● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li><li>● 2.2.2.MSC.8: Explain the difference between offense and defense.</li></ul>  |

| <b>Key Vocabulary</b>   | <b>Student Learning Objectives</b>   | <b>Suggested Tasks/Activities</b>   | <b>Evidence of Learning (Assessment)</b>                    |
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| <b>Activity 1: 2.2.2.MSC.1</b><br>Walking, balancing, hopping, skipping, running, galloping, shuffle, animal walks. | Students will be able to complete a sequence of locomotor movements through a series of tag and evasion games. | <b>Kindergarten</b><br>-Fleeing and Chasing<br>-Tag Games<br><br><b>1st Grade</b><br>-Evasion Games<br>-Tag Games<br><br><b>2nd Grade</b> | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation |

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|  |  | <ul style="list-style-type: none"> <li>- Tag Games</li> <li>-Evasion Games</li> <li>- Jump Rope</li> </ul>  |  |
| <b>Activity 2- 2.2.2.MSC.2</b><br>Stretching, bending, twisting, curling, balancing, over, under, around, through. | Students will be able to differentiate between non-locomotor and locomotor skills incorporated in movement activities. | <b>Kindergarten</b> <ul style="list-style-type: none"> <li>-Obstacle course</li> <li>-Relays</li> </ul> <b>1st Grade</b> <ul style="list-style-type: none"> <li>-Obstacle course</li> <li>-Yoga</li> </ul> <b>2nd Grade</b> <ul style="list-style-type: none"> <li>-Obstacle Course</li> <li>-Gymnastics</li> <li>-Relays</li> </ul>  | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation  |
| <b>Activity 3- 2.2.2.MSC.3</b><br>Throwing, catching, dribbling, running, kicking, pathways                        | Students will be able to properly demonstrate manipulative movement skills through stations and games.                 | <b>Kindergarten</b> <ul style="list-style-type: none"> <li>-Stations</li> <li>-Fleeing and chasing</li> <li>-Obstacle course</li> <li>-Relay Races</li> <li>-Tag Games</li> </ul> <b>1st Grade</b> <ul style="list-style-type: none"> <li>-Skills work</li> <li>-Evasion games</li> </ul> <b>2nd Grade</b> <ul style="list-style-type: none"> <li>-Basketball</li> <li>-Wiffle ball</li> <li>-Soccer</li> <li>-Kickball</li> <li>-Football</li> </ul> | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation<br><br><a href="#">Throwing Rubric</a> |
| <b>Activity 4- 2.2.2.MSC.4</b><br>Throwing, catching, dribbling  | Students will be able to differentiate movements such as throwing, catching, and dribbling through game play.          | <b>Kindergarten</b> <ul style="list-style-type: none"> <li>-Stations</li> <li>-Fleeing and chasing</li> <li>-Obstacle course</li> <li>-Relay Races</li> <li>-Tag Games</li> </ul>   | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation  |

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|   |  | <b>1st Grade</b><br>-Skills work<br>-Evasion games<br><br><b>2nd Grade</b><br>-Basketball<br>-Wiffle ball<br>-Soccer<br>-Kickball<br>-Football  |  |
| <b>Activity 5- 2.2.2.MSC.5</b><br>Skill work and game play  | Students will be able to adjust and correct movements and skills in response to feedback.  | <b>-Kindergarten</b><br>-Stations<br>-Fleeing and chasing<br>-Obstacle course<br>-Relay Races<br>-Tag Games<br><br><b>1st Grade</b><br>-Skills work<br>-Evasion games<br><br><b>2nd Grade</b><br>-Basketball<br>-Wiffle ball<br>-Soccer<br>-Kickball<br>-Football | -Self evaluation<br>-Peer evaluation<br><br><a href="#">Judge's Card Peer Assessment</a><br>Teacher evaluation       |
| <b>Activity 6- 2.2.2.MSC.6</b><br>Behaviors, etiquette, sportsmanship, respect, teamwork, safety, | Students will be able to execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. | <b>Kindergarten</b><br>-Sportsmanship code<br>-Back to school lessons<br>-Team building games<br>-Cooperative games<br><br><b>1st Grade</b><br>-Sportsmanship code<br>-Back to school lessons<br>-Team building games<br>-Cooperative games                       | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation<br><br><a href="#">Behavior-Sportsmanship Rubric.pdf</a> |

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|  |   | <b>2nd Grade</b><br>-Sportsmanship code<br>-Back to school lessons<br>-Team building games<br>-Cooperative games  |   |
| <b>Activity 7- 2.2.2.MSC.7</b><br>Kindness, caring, respect, teamwork, sportsmanship, SEL, mindfulness, breathing, self respect. | Students will be able to demonstrate kindness towards self and others during physical activity to create a safe and caring environment.   | <b>Kindergarten</b><br>-yoga<br>-breathing exercises<br>-shaking hands<br><br><b>1st Grade</b><br>-Sportsmanship code<br>-Back to school lessons<br><br><b>2nd Grade</b><br>-Team building games<br>-Cooperative games  | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation |
| <b>Activity 8- 2.2.2.MSC.8</b><br>Offense, defense, scoring, protecting, blocking, stopping,                                     | Students will be able to explain the difference between offense and defense.  | <b>-Kindergarten</b><br>-Stations<br>-Fleeing and chasing<br>-Obstacle course<br>-Relay Races<br>-Tag Games<br><br><b>1st Grade</b><br>-Skills work<br>-Evasion games<br><br><b>2nd Grade</b><br>-Basketball<br>-Wiffle ball<br>-Soccer<br>-Kickball<br>-Football | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation |
| <b>Resources/Materials</b>   | <b>Resources:</b><br><a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a><br><a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a><br><a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a><br><a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a> |   |   |



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|   | <a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a><br><a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a><br><a href="https://thephysicaleducator.com/">https://thephysicaleducator.com/</a><br><a href="https://www.pecentral.org/">https://www.pecentral.org/</a><br><a href="https://www.youtube.com/watch?v=X655B4ISakg">https://www.youtube.com/watch?v=X655B4ISakg</a><br><a href="https://cosmickids.com/">https://cosmickids.com/</a><br><a href="http://www.thepeproject.com">www.thepeproject.com</a><br><a href="https://kirawilley.com/album/840172/mindful-moments-for-kids-free">https://kirawilley.com/album/840172/mindful-moments-for-kids-free</a><br><a href="https://peuniverse.com/">https://peuniverse.com/</a><br><a href="https://fairviewpe.blogspot.com/">https://fairviewpe.blogspot.com/</a><br><a href="https://teachphysed.weebly.com/">https://teachphysed.weebly.com/</a><br><br><b>Materials:</b><br>Various balls, Hula-Hoops, Jump Ropes, Pinnies, Poly Spots, Yoga Mats, Stop Watches, Bats, Cones, Goals, Basketball Hoops, Dice, Bean Bags, Hurdles, Rubber Chickens, Scarves, Scooters, Balance Beams, Pool Noodles, Gymnastic Mats, Parachute, Balance Bikes, Music |
| <b>Interdisciplinary Connections</b>                    | <b>Kindergarten - ELA</b><br>SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br><br><b>Science - K-2</b><br>PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. (K-PS2- 1), (K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (KPS2-1), (K-PS2-2)   |
| <b>Career Readiness, Life Literacies and Key Skills</b> | 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.<br>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).  |
| <b>Computer Science and Design Thinking</b>             | 8.1.2.AP.4: Break down a task into a sequence of steps.  |

| Modifications   |  |  |  |   |
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| Multilingual Learners   | Special Education  | At Risk of School Failure  | Gifted and Talented  | 504   |
| Repeated instructions<br>Same language partners<br>Translated notes/rules<br>Use of technology<br>Videos in other languages | Equipment:<br>Larger/lighter bat<br>Use of velcro<br>Larger goal/target<br>Mark positions on playing field | Teacher modeling<br>Peer modeling<br>Study guides<br>Multiple Opportunities<br>Extended time<br>Parent communication | Curriculum compacting<br>Challenge assignments<br>Enrichment activities<br>Tiered activities<br>Independent research/inquiry<br>Collaborative teamwork | Equipment:<br>Larger/lighter bat<br>Use of velcro<br>Larger goal/target<br>Mark positions on playing field<br>Lower goal/target |

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|  | <p>Lower goal/target</p> <p>Scoops for catching</p> <p>Vary balls (size, weight, color, texture)</p> <p>Movements:</p> <p>Change locomotor patterns</p> <p>Modify grasps</p> <p>Modify body positions</p> <p>Reduce number of actions</p> <p>Use different body parts</p> <p>Rules, Cues:</p> <p>Demonstrate/model activity</p> <p>Partner assisted</p> <p>Disregard time limits</p> <p>Oral prompt</p> <p>More space between students</p> <p>Eliminate outs/strike-outs</p> <p>Allow ball to remain stationary</p> <p>Allow batter to sit in chair</p> <p>Place student with disability near teacher</p> <p>Time:</p> <p>Vary the tempo</p> <p>Slow the activity pace</p> <p>Lengthen the time</p> <p>Shorten the time</p> <p>Provide frequent rest periods</p> <p>Playing Area:</p> <p>Decrease distance</p> <p>Use well-defined boundaries</p> <p>Simplify patterns</p> <p>Adapt playing area (smaller, obstacles removed)</p> | <p>Modified assignments</p> <p>Provide choices</p> <p>Create instructional objectives with realistic connections</p> <p>Provide additional opportunities for support and instruction</p> | <p>Higher level questioning</p> <p>Critical/Analytical thinking tasks</p> <p>Self-directed activities</p> <p>Demonstration</p> | <p>Scoops for catching</p> <p>Vary balls (size, weight, color, texture)</p> <p>Movements:</p> <p>Change locomotor patterns</p> <p>Modify grasps</p> <p>Modify body positions</p> <p>Reduce number of actions</p> <p>Use different body parts</p> <p>Rules, Cues:</p> <p>Demonstrate/model activity</p> <p>Partner assisted</p> <p>Disregard time limits</p> <p>Oral prompt</p> <p>More space between students</p> <p>Eliminate outs/strike-outs</p> <p>Allow ball to remain stationary</p> <p>Allow batter to sit in chair</p> <p>Place student with disability near teacher</p> <p>Time:</p> <p>Vary the tempo</p> <p>Slow the activity pace</p> <p>Lengthen the time</p> <p>Shorten the time</p> <p>Provide frequent rest periods</p> <p>Playing Area:</p> <p>Decrease distance</p> <p>Use well-defined boundaries</p> <p>Simplify patterns</p> <p>Adapt playing area (smaller, obstacles removed)</p> |
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## CHPE: PHYSICAL EDUCATION

### Grades K-2

#### 2.2 Physical Wellness

#### DISCIPLINARY CONCEPT: PHYSICAL FITNESS

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

| Core Ideas  | Performance Expectation Standards  |
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| The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. | <ul style="list-style-type: none"><li>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).</li><li>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</li><li>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</li><li>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li></ul> |

| Key Vocabulary  | Student Learning Objectives  | Suggested Tasks/Activities  | Evidence of Learning (Assessment)                           |
|---|--|---|---|
| <b>Activity 1: 2.2.2.PF.1</b><br>Healthy heart, strong bones, increased energy, strong muscles, health related fitness components, flexibility, strength, cardiovascular exercise | Students will be able to explain physical fitness in relation to their overall health. | <b>Kindergarten</b><br>-Running Relays<br>-Sit-ups<br>-ABC Push-ups<br>-Stretching<br>-Alphabet Fitness<br><br><b>1st Grade</b><br>-Running Relays<br>-Sit-ups<br>-ABC Push-ups<br>-Stretching<br>-Alphabet Fitness<br><br><b>2nd Grade</b><br>-Planks<br>-Running Relays<br>-Sit-ups<br>-ABC Push-ups<br>-Stretching | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation |

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|   |  | -Alphabet Fitness  |   |
| <b>Activity 2: 2.2.2.PF.2</b><br>Locomotor skills/animal movements, push-ups, sit-ups, squats, jumping jacks, lunges, jump rope | Students will be able to move their body in a controlled manner.   | <b>Kindergarten</b><br>-Yoga<br>-Gymnastics<br>-Fitness skills<br>-Team games<br>-Fleeing/chasing<br>-Tagging<br>-Relays<br><br><b>1st Grade</b><br>Yoga<br>-Gymnastics<br>-Fitness skills<br>-Team games<br>-Fleeing/chasing<br>-Tagging<br>-Relays<br><br><b>2nd Grade</b><br>-Gymnastics<br>-Fitness skills<br>-Team games<br>-Fleeing/chasing<br>-Tagging<br>-Relays<br>-Jump Rope | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation |
| <b>Activity 3: 2.2.2.PF.3</b><br>Team games, challenges, team building, teamwork, sportsmanship,                                | Students will be able to engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement. | <b>-Kindergarten</b><br>-Stations<br>-Fleeing and chasing<br>-Obstacle course<br>-Relay Races<br>-Tag Games<br><br><b>1st Grade</b><br>-Skills work<br>-Evasion games  | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation |

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|   |   | <b>2nd Grade</b><br>-Basketball<br>-Wiffle ball<br>-Soccer<br>-Kickball<br>-Football  |   |
| <b>Activity 4: 2.2.2.PF.4-</b><br>Goal setting, fleeing, chasing, offense, defense, leadership, teamwork, listening, communication, collaboration, respect. | Students will be able to demonstrate strategies and skills that enable team and group members to achieve goals.   | <b>-Kindergarten</b><br>-Stations<br>-Fleeing and chasing<br>-Obstacle course<br>-Relay Races<br>-Tag Games<br><br><b>1st Grade</b><br>-Skills work<br>-Evasion games<br><br><b>2nd Grade</b><br>-Basketball<br>-Wiffle ball<br>-Soccer<br>-Kickball<br>-Football | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation |
| <b>Resources/Materials</b>  | <b>Resources:</b><br><a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a><br><a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a><br><a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a><br><a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a><br><a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a><br><a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a><br><a href="https://thephysicaleducator.com/">https://thephysicaleducator.com/</a><br><a href="https://www.pecentral.org/">https://www.pecentral.org/</a><br><a href="https://www.youtube.com/watch?v=X655B4ISakg">https://www.youtube.com/watch?v=X655B4ISakg</a><br><a href="https://cosmickids.com/">https://cosmickids.com/</a><br><a href="http://www.thepeproject.com">www.thepeproject.com</a><br><a href="https://kirawilley.com/album/840172/mindful-moments-for-kids-free">https://kirawilley.com/album/840172/mindful-moments-for-kids-free</a><br><a href="https://peuniverse.com/">https://peuniverse.com/</a><br><a href="https://fairviewpe.blogspot.com/">https://fairviewpe.blogspot.com/</a><br><a href="https://teachphysed.weebly.com/">https://teachphysed.weebly.com/</a> |   |   |

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|   | <b>Materials:</b><br>Various balls, Hula-Hoops, Jump Ropes, Pinnies, Poly Spots, Yoga Mats, Stop Watches, Bats, Cones, Goals, Basketball Hoops, Dice, Bean Bags, Hurdles, Rubber Chickens, Scarves, Scooters, Balance Beams, Pool Noodles, Gymnastic Mats, Parachute, Balance Bikes, Music  |
| <b>Interdisciplinary Connections</b>                    | <b>ELA</b><br>SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| <b>Career Readiness, Life Literacies and Key Skills</b> | 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.  |
| <b>Computer Science and Design Thinking</b>             | 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.  |

| Modifications   |   |   |   |   |
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| Multilingual Learners   | Special Education   | At Risk of School Failure   | Gifted and Talented   | 504   |
| Repeated instructions<br>Same language partners<br>Translated notes/rules<br>Use of technology<br>Videos in other languages | <b>Equipment:</b><br>Larger/lighter bat<br>Use of velcro<br>Larger goal/target<br>Mark positions on playing field<br>Lower goal/target<br>Scoops for catching<br>Vary balls (size, weight, color, texture)<br><br><b>Movements:</b><br>Change locomotor patterns<br>Modify grasps<br>Modify body positions<br>Reduce number of actions<br>Use different body parts<br><br><b>Rules, Cues:</b> | Teacher modeling<br>Peer modeling<br>Study guides<br>Multiple Opportunities<br>Extended time<br>Parent communication<br>Modified assignments<br>Provide choices<br>Create instructional objectives with realistic connections<br>Provide additional opportunities for support and instruction | Curriculum compacting<br>Challenge assignments<br>Enrichment activities<br>Tiered activities<br>Independent research/inquiry<br>Collaborative teamwork<br>Higher level questioning<br>Critical/Analytical thinking tasks<br>Self-directed activities<br>Demonstration | <b>Equipment:</b><br>Larger/lighter bat<br>Use of velcro<br>Larger goal/target<br>Mark positions on playing field<br>Lower goal/target<br>Scoops for catching<br>Vary balls (size, weight, color, texture)<br><br><b>Movements:</b><br>Change locomotor patterns<br>Modify grasps<br>Modify body positions<br>Reduce number of actions<br>Use different body parts<br><br><b>Rules, Cues:</b><br>Demonstrate/model activity |

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|  | Demonstrate/model activity<br>Partner assisted<br>Disregard time limits<br>Oral prompt<br>More space between students<br>Eliminate outs/strike-outs<br>Allow ball to remain stationary<br>Allow batter to sit in chair<br>Place student with disability near teacher<br><br>Time:<br>Vary the tempo<br>Slow the activity pace<br>Lengthen the time<br>Shorten the time<br>Provide frequent rest periods<br><br>Playing Area:<br>Decrease distance<br>Use well-defined boundaries<br>Simplify patterns<br>Adapt playing area (smaller, obstacles removed) |  |  | Partner assisted<br>Disregard time limits<br>Oral prompt<br>More space between students<br>Eliminate outs/strike-outs<br>Allow ball to remain stationary<br>Allow batter to sit in chair<br>Place student with disability near teacher<br><br>Time:<br>Vary the tempo<br>Slow the activity pace<br>Lengthen the time<br>Shorten the time<br>Provide frequent rest periods<br><br>Playing Area:<br>Decrease distance<br>Use well-defined boundaries<br>Simplify patterns<br>Adapt playing area (smaller, obstacles removed) |
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| CHPE: PHYSICAL EDUCATION   |   |
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| Grades K-2   |   |
| 2.2 Physical Wellness  |   |
| DISCIPLINARY CONCEPT: LIFELONG FITNESS   |   |
| Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities. |   |
| Core Ideas   | Performance Expectation Standards   |
| Exploring wellness components provide a  | <ul style="list-style-type: none"> <li>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities</li> </ul> |

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| foundational experience of physical movement activities      | <p>to increase positive behaviors.</p> <ul style="list-style-type: none"> <li>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.</li> <li>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li> </ul> |
| Resources that support physical activity are all around you. | <ul style="list-style-type: none"> <li>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</li> </ul>  |

| Key Vocabulary   | Student Learning Objectives  | Suggested Tasks/Activities   | Evidence of Learning (Assessment)                           |
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| <b>Activity 1: 2.2.2.LF.1</b><br>Feelings, emotions, positive behaviors, SEL, breathing, brain breaks, emotional regulation. | Students will be able to express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.   | <b>Kindergarten</b><br>-yoga<br>-breathing exercises<br>-shaking hands<br>-Sportsmanship code<br>-Back to school lessons<br><br><b>1st Grade</b><br>-yoga<br>-breathing exercises<br>-Sportsmanship code<br>-Back to school lessons<br><br><b>2nd Grade</b><br>-yoga<br>-breathing exercises<br>-Sportsmanship code<br>-Back to school lessons | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation |
| <b>Activity 2: 2.2.2.LF.2:</b><br>mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow              | Students will be able to perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments during physical activity. | <b>-Kindergarten</b><br>-Stations<br>-Fleeing and chasing<br>-Obstacle course<br>-Relay Races<br>-Tag Games<br>-Parachute<br><br><b>1st Grade</b>  | -Self evaluation<br>-Peer evaluation<br>-Teacher evaluation |



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|   |   | <ul style="list-style-type: none"> <li>-Skills work</li> <li>-Evasion games</li> <li>-Parachute</li> </ul> <p><b>2nd Grade</b></p> <ul style="list-style-type: none"> <li>-Basketball</li> <li>-Wiffle ball</li> <li>-Soccer</li> <li>-Kickball</li> <li>-Football</li> <li>-Jump Rope (KHC)</li> </ul>  |   |
| <p><b>Activity 3: 2.2.2.LF.3:</b><br/>Range of motion, stretching, mindfulness, yoga, balancing, flexibility, fitness, health related fitness components, emotional regulation</p>  | Students will be able to explore the body's range of motion through participating in flexibility and breathing exercises. | <p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>-yoga</li> <li>-breathing exercises</li> <li>-Warm-ups</li> <li>-Cool down</li> <li>-Fitness relays</li> </ul> <p><b>1st Grade</b></p> <ul style="list-style-type: none"> <li>-yoga</li> <li>-breathing exercises</li> <li>-Warm-ups</li> <li>-Cool down</li> <li>-Fitness relays</li> </ul> <p><b>2nd Grade</b></p> <ul style="list-style-type: none"> <li>-yoga</li> <li>-breathing exercises</li> <li>-Warm-ups</li> <li>-Cool down</li> <li>-Fitness relays</li> </ul> | <ul style="list-style-type: none"> <li>-Self evaluation</li> <li>-Peer evaluation</li> <li>-Teacher evaluation</li> </ul> |
| <p><b>Activity 4: 2.2.2.LF.4:</b><br/>Recreational sports, YMCA, boy scouts, girl scouts, AAU, after care, after school clubs, unified clubs, local police department, fire department, summer rec, summer camps, playground, local fields.</p> | Students will be able to identify physical activities available outside of school that are in the community.              | <p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>-Recreation sports</li> <li>-Boy and Girl Scouts</li> <li>-Summer Camp</li> <li>-Playgrounds</li> <li>-After School Clubs</li> <li>-Walking/Hiking</li> </ul>  | <ul style="list-style-type: none"> <li>-Shared resources with the community</li> </ul>                                    |

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|                            |   | <b>1st Grade</b><br>-Recreation sports<br>-Boy and Girl Scouts<br>-Summer Camp<br>-Playgrounds<br>-After School Clubs<br>-Bike Riding<br>-Walking/Hiking<br><br><b>2nd Grade</b><br>-Basketball<br>-Recreation sports<br>-Boy and Girl Scouts<br>-Summer Camp<br>-Playgrounds<br>-After School Clubs<br>-Bike Riding<br>-Walking/Hiking |  |
| <b>Resources/Materials</b> | <b>Resources:</b><br><a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a><br><a href="https://www.youtube.com/watch?v=fnO-lGEMOXk">https://www.youtube.com/watch?v=fnO-lGEMOXk</a><br><a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a><br><a href="https://www.youtube.com/watch?v=fnO-lGEMOXk">https://www.youtube.com/watch?v=fnO-lGEMOXk</a><br><a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a><br><a href="https://www.youtube.com/watch?v=fnO-lGEMOXk">https://www.youtube.com/watch?v=fnO-lGEMOXk</a><br><a href="https://thephysicaleducator.com/">https://thephysicaleducator.com/</a><br><a href="https://www.pecentral.org/">https://www.pecentral.org/</a><br><a href="https://www.youtube.com/watch?v=X655B4ISakg">https://www.youtube.com/watch?v=X655B4ISakg</a><br><a href="https://cosmickids.com/">https://cosmickids.com/</a><br><a href="http://www.thepeproject.com">www.thepeproject.com</a><br><a href="https://kirawilley.com/album/840172/mindful-moments-for-kids-free">https://kirawilley.com/album/840172/mindful-moments-for-kids-free</a><br><a href="https://peuniverse.com/">https://peuniverse.com/</a><br><a href="https://fairviewpe.blogspot.com/">https://fairviewpe.blogspot.com/</a><br><a href="https://teachphysed.weebly.com/">https://teachphysed.weebly.com/</a><br><br><b>Materials:</b><br>Various balls, Hula-Hoops, Jump Ropes, Pinnies, Poly Spots, Yoga Mats, Stop Watches, Bats, Cones, Goals, Basketball Hoops, Dice, Bean Bags, Hurdles, Rubber Chickens, Scarves, Scooters, Balance Beams, Pool Noodles, Gymnastic Mats, Parachute, Balance Bikes, Music |   |  |

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| <b>Interdisciplinary Connections</b>                    | <b>ELA</b><br>SL.II.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| <b>Career Readiness, Life Literacies and Key Skills</b> | 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.  |
| <b>Computer Science and Design Thinking</b>             | 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.  |

| Modifications   |   |   |   |  |
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|  | <p>Allow ball to remain stationary</p> <p>Allow batter to sit in chair</p> <p>Place student with disability near teacher</p> <p>Time:</p> <p>Vary the tempo</p> <p>Slow the activity pace</p> <p>Lengthen the time</p> <p>Shorten the time</p> <p>Provide frequent rest periods</p> <p>Playing Area:</p> <p>Decrease distance</p> <p>Use well-defined boundaries</p> <p>Simplify patterns</p> <p>Adapt playing area (smaller, obstacles removed)</p> |  |  | <p>Allow batter to sit in chair</p> <p>Place student with disability near teacher</p> <p>Time:</p> <p>Vary the tempo</p> <p>Slow the activity pace</p> <p>Lengthen the time</p> <p>Shorten the time</p> <p>Provide frequent rest periods</p> <p>Playing Area:</p> <p>Decrease distance</p> <p>Use well-defined boundaries</p> <p>Simplify patterns</p> <p>Adapt playing area (smaller, obstacles removed)</p> |
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