

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

<p>1. Acting as responsible and contributing member of society</p>	<p>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.</p>
<p>2. Building and maintaining healthy relationships</p>	<p>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.</p>
<p>3. Communicating clearly and effectively (verbal and nonverbal)</p>	<p>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</p>
<p>4. Resolving conflict</p>	<p>Individuals who possess health and physical literacy acknowledge problems in school and in the 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.</p>
<p>5. Attending to personal health, emotional, social and</p>	<p>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</p>

physical well-being	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.
6. 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.
7. 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.
8. 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 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.

<p>9. Setting goals</p>	<p>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.</p>
<p>10. Using technology tools responsibly</p>	<p>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.</p>

<p align="center">CHPE: PHYSICAL EDUCATION Grades K-2</p>
<p align="center">2.2 Physical Wellness</p>
<p align="center">DISCIPLINARY CONCEPT: MOVEMENT SKILLS AND CONCEPTS Practices: 4, 5, 7, 8, 9</p>
<p>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).</p>

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).

Core Ideas	Performance Expectation Standards
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"> ● 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). ● 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). ● 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. ● 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
Feedback impacts and improves the learning of movement skills and concepts	<ul style="list-style-type: none"> ● 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
Teamwork consists of effective communication and respect among class and team members.	<ul style="list-style-type: none"> ● 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. ● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. ● 2.2.2.MSC.8: Explain the difference between offense and defense.

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Students will demonstrate basic locomotor movements by performing simple movement sequences that include walking, hopping, balancing, and running in response to rhythmic cues/while moving in time with rhythmic patterns/demonstrating coordination and rhythm during movement transitions.	<p>Kindergarten Set up a pathway around the gym or outdoor space with picture cards of animals. Students move from station to station performing the movement shown.</p> <p>1st Grade Create a floor "road" using tape or cones.</p>	<p>Teacher uses a rubric aligned to locomotor movement sequences and rhythmic activities and monitors student progression during coordinated movement flows.</p> <p>Students use a self-assessment rubric to reflect on their performance of</p>

	<p>Each section includes a movement paired with a rhythmic pattern (teacher claps or plays music).</p> <p>2nd Grade Students are given a short movement "routine" to practice and perform. Movements are connected smoothly and performed to music.</p>	<p>locomotor movement sequences and rhythmic activities.</p>
<p>K: Students will copy simple rhythmic patterns using body movements such as marching, stomping, and swaying.</p> <p>1: Students will perform teacher-created rhythmic movement patterns using locomotor movements such as stepping, hopping, and turning to match a steady beat.</p> <p>2: Students will create and perform their own rhythmic movement patterns using a combination of locomotor movements, demonstrating control and timing.</p>	<p>Kindergarten Students listen to simple rhythmic patterns created by clapping or tapping and use body movements (marching, stomping, swaying) to copy the rhythm.</p> <p>1st Grade Students perform teacher-created rhythmic movement patterns using locomotor movements such as stepping, hopping, and turning to match a steady beat.</p> <p>2nd Grade Students create and perform their own rhythmic movement patterns using a combination of locomotor movements and present them to the class.</p>	<p>Teacher uses a rhythmic movement rubric to monitor student ability to create and perform rhythmic movement patterns with control and timing.</p> <p>Students complete a self-assessment reflecting on their ability to create and perform rhythmic movement patterns using body movements.</p>
<p>Students will demonstrate and differentiate manipulative movements (throwing, catching, dribbling, kicking) while moving in space with awareness of time, direction, pathways, and range.</p>	<p>Kindergarten Students toss and catch balloons in personal space and around a defined area. The teacher changes directions, distances, and pathways to encourage differentiation of movement.</p>	<p>Teacher uses a manipulative skills rubric to monitor student ability to throw, catch, and move safely in space.</p>

	<p>1st Grade Students dribble a ball with hands or feet through cones and pathways, changing speed, direction, and range while maintaining control.</p> <p>2nd Grade Students participate in partner or group challenges, throwing and catching balls of different sizes or weights, adjusting distance, timing, and movement type to meet challenge goals.</p>	<p>Students reflect on their ability to throw and catch objects while moving in different directions and pathways.</p>
<p>Students will adjust and correct their movements and skills in response to feedback, demonstrating improved control, accuracy, and coordination.</p>	<p>Kindergarten Students attempt simple locomotor movements (walking, hopping, balancing) while the teacher gives immediate verbal or visual feedback ("Step higher," "Balance longer," "Hop on the other foot"). Students adjust their movements based on the feedback.</p> <p>1st Grade Students work in pairs performing manipulative or locomotor skills (throwing, catching, hopping, skipping). Partners give each other constructive feedback ("Try catching with two hands," "Take smaller steps") and students adjust their technique accordingly.</p> <p>2nd Grade Students rotate through stations performing</p>	<p>Teacher observes and records student ability to adjust and correct movements in response to verbal, visual, or peer feedback during skill practice.</p> <p>Students reflect on how well they adjusted their movements or skills after receiving feedback to improve accuracy, control, or timing.</p>

	<p>various skills (dribbling, tossing, jumping, skipping) with teacher or peer feedback at each station. Students make adjustments to improve control, accuracy, or timing after each attempt.</p>	
<p>Students will demonstrate safe, respectful, and kind behaviors while participating in and viewing physical activities, games, and events to contribute to a caring and safe environment.</p>	<p>Kindergarten Students stand in a circle and practice simple movements (marching, hopping, stretching). The teacher introduces "safety rules" like keeping hands to themselves and looking where they move. Students practice giving each other kind reminders if someone forgets, reinforcing respectful and safe behavior.</p> <p>1st Grade Students participate in a cooperative game, such as passing a ball or moving through an obstacle course in pairs or small groups. They are prompted to demonstrate etiquette by waiting their turn, encouraging teammates, and using kind words. Teacher reinforces safety while students correct each other kindly when necessary.</p> <p>2nd Grade Students are divided into small groups to practice locomotor or manipulative skills (dribbling, throwing, hopping). Each student takes turns performing a skill while peers provide positive, constructive feedback. Emphasis is on safety,</p>	<p>Teacher observes and documents student demonstration of safe, respectful, and kind behaviors during physical activity, including turn-taking, following rules, and encouraging peers.</p> <p>Students reflect on how well they demonstrated safe and respectful behaviors and showed kindness toward themselves and others during physical activity.</p>

	encouragement, and recognizing good effort in themselves and others.	
Students will explain the difference between offensive and defensive roles and identify when players are using each during games or physical activities.	<p>Kindergarten Students play a simple tag-style game. The teacher calls out "offense" (chase the tagger) or "defense" (try to stay safe in a designated zone). Students identify and act out the role they are given, practicing recognition of offensive vs. defensive roles.</p> <p>1st Grade In small groups, students pass a soft ball toward a goal or target. One group plays offense (trying to reach the goal), while another plays defense (trying to block or retrieve the ball). After each round, students explain which group was offensive and which was defensive.</p> <p>2nd Grade Students play a small-sided game (like 3v3 soccer or basketball). Teacher pauses the game periodically and asks students to identify which team is on offense and which is on defense, and describe why.</p>	<p>Teacher observes and records student ability to identify and explain offensive and defensive roles during games or activities.</p> <p>Students explain whether a player or team is performing an offensive or defensive role during a game or activity.</p>
Resources/Materials	<p>Resources: https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://thephysicaleducator.com/</p>	

	<p> https://www.pecentral.org/ https://www.youtube.com/watch?v=X655B4ISakg https://cosmickids.com/ www.thepeproject.com https://kirawilley.com/album/840172/mindful-moments-for-kids-free https://peuniverse.com/ https://fairviewpe.blogspot.com/ https://teachphysed.weebly.com/ </p> <p>Materials: 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</p>
<p>Interdisciplinary Connections</p>	<p>ELA</p> <p>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.</p> <p>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>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.</p> <p>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 🌿</p> <p>SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 🌿</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns</p>

	<p>speaking about the topics and texts under discussion).</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p>Science - K-2</p> <p>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)</p>
Career Readiness, Life Literacies and Key Skills	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>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).</p>
Computer Science and Design Thinking	<p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Repeated instructions Same language partners	Equipment: Larger/lighter bat	Teacher modeling Peer modeling	Curriculum compacting Challenge assignments	Equipment: Larger/lighter bat

<p>Translated notes/rules Use of technology Videos in other languages</p>	<p>Use of velcro Larger goal/target Mark positions on playing field Lower goal/target Scoops for catching Vary balls (size, weight, color, texture) Movements: Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts Rules, Cues: Demonstrate/model activity Partner assisted Disregard time limits Oral prompt More space between students Eliminate outs/strike-outs Allow ball to remain stationary Allow batter to sit in chair Place student with disability near teacher Time:</p>	<p>Study guides Multiple Opportunities Extended time Parent communication Modified assignments Provide choices Create instructional objectives with realistic connections Provide additional opportunities for support and instruction</p>	<p>Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities Demonstration</p>	<p>Use of velcro Larger goal/target Mark positions on playing field Lower goal/target Scoops for catching Vary balls (size, weight, color, texture) Movements: Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts Rules, Cues: Demonstrate/model activity Partner assisted Disregard time limits Oral prompt More space between students Eliminate outs/strike-outs Allow ball to remain stationary Allow batter to sit in chair Place student with disability near teacher Time:</p>
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	<p>Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p> <p>Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)</p>			<p>Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p> <p>Playing Area: Decrease distance Use well-defined boundaries Simplify patterns 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 Practices: 3, 4, 8, 9, 10	
<p>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.</p>	
Core Ideas	Performance Expectation Standards
<p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p>	<ul style="list-style-type: none"> ● 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). ● 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. ● 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement



	<p>and physical activities that promote movement (e.g., games, challenges, team building).</p> <ul style="list-style-type: none"> • 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
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Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>Students will demonstrate controlled movements of different body parts and explain how regular physical activity supports personal health, including benefits such as a healthy heart, strong muscles and bones, and increased energy.</p>	<p>Kindergarten</p> <p>Students participate in a movement circuit with stations that focus on different body parts: Arms: reach high, stretch, or pretend to lift a “weight” Legs: march, hop, or step over cones Core: balance on one foot or do gentle twists At each station, the teacher briefly talks about the benefits of moving that body part, like “Jumping helps your heart get stronger!” or “Balancing makes your muscles strong!” Students then demonstrate the movement in a controlled and careful manner, paying attention to form and safety.</p> <p>1st Grade</p> <p>Students rotate through stations that focus on different fitness skills: Cardio Station: Jump rope or run in place for 30 seconds Strength Station: Push-ups, sit-ups, or pretend “weight lifting” Flexibility/Balance Station: Stretching, yoga poses, or balancing on one foot. At each station, students discuss or hear from the teacher how the activity benefits their body (strong muscles, healthy heart, energy). They practice controlled</p>	<p>Teacher observes and records student ability to perform movements in a controlled manner at each station, accurately describe the fitness benefits of each activity, and demonstrate safe and proper form.</p> <p>Students reflect on their performance at the fitness stations, explaining how each movement benefited their body and describing how well they controlled their movements.</p>

	<p>movements at their own pace and adjust as needed to maintain form and safety.</p> <p>2nd Grade</p> <p>Students design a short, personal fitness routine with 3–5 movements of their choice (e.g., jumping jacks, dribbling a ball, balancing, lunges). Before starting, students explain to a partner why they chose each movement and what fitness benefit it provides. During the activity, students focus on moving each body part in a controlled way, adjusting speed, range, or posture as needed. Afterward, students reflect on how the activity affected their energy, strength, or heart rate.</p>	
<p>Students will engage in age-appropriate moderate to vigorous physical activities, demonstrating sustained effort, safe movement, and participation in games, challenges, and team-building activities.</p>	<p>Kindergarten</p> <p>Students move around the gym or playground pretending to be different animals: Hop like a frog, Waddle like a penguin, Gallop like a horse, Fly like a bird. The teacher encourages vigorous but age-appropriate movement and ensures students maintain safe spacing.</p> <p>1st Grade</p> <p>Students rotate through stations with activities such as: Jumping jacks, Running around cones, Relay races, Beanbag tosses. Each station encourages moderate to</p>	<p>Teacher observes and records student participation in age-appropriate moderate to vigorous physical activity, noting effort, engagement, and safe execution of movements.</p> <p>Students reflect on their level of effort, describing how they participated in moderate to vigorous activities and how their body felt during movement.</p>

	<p>vigorous effort while emphasizing safe participation and teamwork.</p> <p>2nd Grade Students participate in team-based games like capture the flag, obstacle courses, or cooperative relays. Activities require sustained moderate to vigorous movement while encouraging problem-solving and teamwork.</p>	
<p>Students will demonstrate strategies, skills, and collaboration that enable team and group members to work together effectively to achieve shared goals.</p>	<p>Kindergarten Students work in small groups to pass a ball or beanbag through a "human tunnel" made by teammates' legs or arms. Focus: Working together to achieve the goal. Teacher prompts discussion: "How can we pass it faster or more safely?"</p> <p>1st Grade Students participate in a relay race where the team must move objects from one side of the gym to the other. Students discuss and plan: who runs first, how to hand off objects, and how to help teammates succeed. Emphasis: Using strategies to reach a shared goal</p> <p>2nd Grade Teams navigate an obstacle course together, carrying objects or completing tasks. Team members must communicate, plan, and problem-solve to complete the course efficiently. Teacher observes</p>	<p>Teacher observes and documents students' ability to use teamwork, communication, and strategies to help their group achieve shared goals.</p> <p>Students reflect on how well they worked with teammates, used strategies, and contributed to achieving team goals.</p>

	collaboration, problem-solving, and strategy implementation.	
Resources/Materials	<p>Resources:</p> <p>https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://thephysicaleducator.com/ https://www.pecentral.org/ https://www.youtube.com/watch?v=X655B4ISakg https://cosmickids.com/ www.thepeproject.com https://kirawilley.com/album/840172/mindful-moments-for-kids-free https://peuniverse.com/ https://fairviewpe.blogspot.com/ https://teachphysed.weebly.com/</p> <p>Materials:</p> <p>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</p>	
Interdisciplinary Connections	<p>ELA</p> <p>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.</p> <p>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>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</p>	

	<p>clarification if something is not understood.</p> <p>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. </p> <p>SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. </p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p>
Career Readiness, Life Literacies and Key Skills	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.
Computer Science and Design Thinking	8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

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

	<p>Allow batter to sit in chair Place student with disability near teacher</p> <p>Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p> <p>Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)</p>			<p>Allow batter to sit in chair Place student with disability near teacher</p> <p>Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p> <p>Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)</p>
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<p>CHPE: PHYSICAL EDUCATION Grades K-2</p>
<p>2.2 Physical Wellness</p>
<p>DISCIPLINARY CONCEPT: LIFELONG FITNESS Practices: 1, 2, 3, 6, 8</p>
<p>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.</p>

Core Ideas	Performance Expectation Standards
Exploring wellness components provide a foundational experience of physical movement activities	<ul style="list-style-type: none"> ● 2.2.2.LF.1: Express one's feelings 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).
Resources that support physical activity are all around you.	<ul style="list-style-type: none"> ● 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Students will express feelings and emotions through movement and physical activity to promote self-awareness, positive behaviors, and constructive social interactions.	<p>Kindergarten</p> <p>Students move around the room or gym using different locomotor skills (walking, hopping, skipping) to represent a feeling: Happy → jump high, Sad → move slowly, Excited → spin in place. The teacher encourages students to express how they feel through movement and discuss why expressing feelings helps everyone stay positive.</p> <p>1st Grade</p> <p>Students navigate an obstacle course and are prompted to move in ways that match their emotions at each station. For example: slow and careful if nervous, fast and energetic if excited. After completing the course, students share how their movement expressed their feelings and how it impacted their behavior or teamwork.</p> <p>2nd Grade</p>	<p>Teacher observes and documents students' ability to express feelings through movement and notes how expression influences positive behaviors during activities.</p> <p>Students reflect on how they used movement to express their feelings and describe how it affected their behavior or interactions with others.</p>

	<p>Students dance freely to music and freeze when the teacher calls out an emotion (happy, frustrated, excited, calm). Students must show the emotion with their body and face. Class discussion follows: how expressing emotions during movement can help manage feelings and encourage positive behavior.</p>	
<p>Students will explore and demonstrate the body's range of motion through flexibility and breathing exercises, including stretching, yoga, and mindfulness activities, to improve control, flexibility, and self-awareness.</p>	<p>Kindergarten Students mimic animals while stretching to explore different body positions: Reach like a giraffe, Curl like a cat, Stretch tall like a tree. Teacher emphasizes gentle stretching and awareness of body movement.</p> <p>1st Grade Students follow a short yoga sequence with poses such as mountain, tree, and warrior. Focus: Controlled movements and exploring different ranges of motion Teacher encourages students to notice how their body stretches and moves in each pose.</p> <p>2nd Grade</p> <p>Students participate in a mindfulness session combining stretching, breathing exercises, and gentle yoga. They explore full-body stretches, balance, and controlled breathing. Students reflect on how the exercises affect their muscles, flexibility, and feelings</p>	<p>Teacher observes and documents students' ability to perform flexibility and breathing exercises safely while exploring the body's range of motion.</p> <p>Students reflect on how their body moved during stretching and breathing exercises and describe how the activity affected their flexibility, control, and feelings.</p>
<p>Students will identify physical activities available in the community outside of school and explain how participating in these activities supports personal health and physical fitness.</p>	<p>2nd Grade Students create a list or map of physical activities available in their community, such as: Parks with playgrounds, Soccer, basketball, or baseball leagues, Dance, martial arts, or swimming classes, Hiking or biking trails. Teacher guides a discussion about how these activities help keep the body healthy, active, and strong.</p>	<p>Teacher observes and documents students' ability to identify and describe physical activities available in their community and their understanding of the health benefits of participating in</p>

		<p>them.</p> <p>Students create a list or map of community physical activities and explain how these activities help people stay healthy and active.</p>
<p>Resources/Materials</p>	<p>Resources:</p> <p>https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://thephysicaleducator.com/ https://www.pecentral.org/ https://www.youtube.com/watch?v=X655B4ISakg https://cosmickids.com/ www.thepeproject.com https://kirawilley.com/album/840172/mindful-moments-for-kids-free https://peuniverse.com/ https://fairviewpe.blogspot.com/ https://teachphysed.weebly.com/</p> <p>Materials:</p> <p>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</p>	
<p>Interdisciplinary Connections</p>	<p>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.</p> <p>SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	

	<p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. </p> <p>SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. </p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p>
<p>Career Readiness, Life Literacies and Key Skills</p>	<p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>
<p>Computer Science and Design Thinking</p>	<p>8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.</p>

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

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