



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade K

## **Curriculum Development Timeline**

**School:** Township of Ocean Elementary Schools

**Course:** Comprehensive Health and Physical Education, Grade K

**Department:** Health and Physical Education

Board Approval	Supervisor	Notes
August 2006	Dave Enderly	Born Date
October 2012	Denise Palaia	Revisions
December 2017	Denise Palaia	Revisions
August 2018	Denise Palaia	Revisions
March 2019	Denise Palaia	Review
August 2022	Denise Palaia	Alignment to New Standards & Incorporate State Mandates

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### **Important Note about Health Education**

The 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education issued by the New Jersey Department of Education include thirteen Disciplinary Concepts and Core Ideas. The Township of Ocean School District has categorized these 13 concepts into Physical Education and Health as follows:

**Physical Education Concepts:** Movement Skills and Concepts, Physical Fitness, and Lifelong Fitness

**Health Concepts:** Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support, Nutrition, Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco, and other Drugs, Dependency, and Substances Disorder and Treatment

All grade levels will include the New Jersey Student Learning Standards for Physical Education. The New Jersey Student Learning Standards for Health Education will be divided among the grade levels. Each school year, your school principal will send a schedule of health lessons.

### ***N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience,***

*The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.*

Any parent wishing to opt their child out of any health lesson, may do so by completing and returning the exclusion form sent home by the principal each year.

[Sample Exclusion Form](#)

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### Kindergarten

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Movement Skills and Concepts	21	Physical Fitness
2	Movement Skills and Concepts	22	Physical Fitness
3	Movement Skills and Concepts	23	Physical Fitness
4	Movement Skills and Concepts	24	Physical Fitness
5	Movement Skills and Concepts	25	Physical Fitness
6	Movement Skills and Concepts	26	Physical Fitness
7	Movement Skills and Concepts	27	Physical Fitness
8	Movement Skills and Concepts	28	Physical Fitness
9	Movement Skills and Concepts	29	Physical Fitness
10	Movement Skills and Concepts	30	Physical Fitness
Week	Movement Skills and Concepts	Week	Marking Period 4
11	Movement Skills and Concepts	31	Health: Community Health Services and Support
12	Movement Skills and Concepts	32	Health: Personal Safety
13	Movement Skills and Concepts	33	Health: Nutrition
14	Movement Skills and Concepts	34	Health Conditions, Diseases and Medicines
15	Movement Skills and Concepts	35	Lifelong Fitness
16	Physical Fitness	36	Lifelong Fitness
17	Physical Fitness	37	Lifelong Fitness

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18	Physical Fitness	38	Lifelong Fitness
19	Physical Fitness	39	Lifelong Fitness
20	Physical Fitness	40	Lifelong Fitness

## STATE MANDATES:

**Climate Change:** Personal Safety

**Diversity, Equity, and Inclusion:** Movement Skills and Concepts

### Core Instructional & Supplemental Materials including various levels of Texts

Nutrition and Health Materials:

<https://jr.brainpop.com/health/>

Locomotor and Exercise videos:

[https://www.youtube.com/watch?v=j24\\_xH5uvdA](https://www.youtube.com/watch?v=j24_xH5uvdA)

<https://www.youtube.com/watch?v=j7qdWyHMjwE>

<https://www.youtube.com/watch?v=2UcZWXvgMZE>

<https://www.youtube.com/watch?v=3eGMdwYWeEM>

<https://www.youtube.com/c/CosmicKidsYoga>

<https://app.gonoodle.com/categories>

Time Frame

15 weeks

### Topic

Movement Skills and Concepts

### Alignment to Standards

**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,

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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)

**2.2.2.MSC.5:** Adjust and correct movements and skill in response to feedback.

**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.

## Learning Objectives and Activities

Students will...

- Explain and perform movement skills with developmentally appropriate
- Demonstrate control in isolated settings (i.e., games, sports, dance, and recreational activities).
- Demonstrate correct movement in response to feedback.
- Effectively communicate and respect classmates by working as a team.
- Recognize the difference between personal and general space.
- Introduce spatial awareness and body positioning (location, directions, and pathways).
- Practice sportsmanship and team building skills through cooperative games/sports.
- Demonstrate throwing, catching, bouncing, rolling, and kicking objects.
- Practice moving and traveling (walking, jogging, running, chasing and fleeing).
- Practice locomotor Movements (hopping, skipping, galloping, jumping, leaping, marching, sliding).

\*All activities are differentiated by age and skill level.

Teacher will provide clear, concise, and specific audio, visual and verbal cues.

Teachers will address rules, expectations, and appropriate conduct in the physical education setting.

## Assessments

### **Formative:**

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation

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### **Summative:**

- Individual Growth Assessment on Locomotor Movements

### **Benchmark:**

- Individual Growth Assessment on Locomotor Movements during MP1 and MP4

### **Alternative:**

- Field Day

### **Interdisciplinary Connections**

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

### **Career Readiness, Life Literacies, and Key Skills**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

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).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

### **Technology Integration**

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

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### Career Education

Time Frame

15 weeks

### Topic

Physical Fitness

### Alignment to Standards

**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 and physical activities that promote movement (e.g., games, challenges, team building).

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

### Learning Objectives and Activities

Students will...

- Develop and refine motor skills.
- Develop and refine gross motor skills (hopping, galloping, jumping, running and marching).
- Explain the role of regular physical activity in relation to personal health.
- Discuss the importance and impact of regular physical activity and exercise.
- View the video "[Exercise](#)" on [BrainPop JR](#), which analyzes why exercise is important to our health.

\*All activities are differentiated by age and skill level.

Teacher will provide clear, concise, and specific audio, visual and verbal cues.

Teachers will address rules, expectations, and appropriate conduct in the physical education setting.

### Assessments

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### **Formative:**

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation

### **Summative:**

- Individual Growth Assessment
- Locomotor Movements Assessment
- Physical skills Assessment

### **Benchmark:**

- 

### **Alternative:**

- 

## Interdisciplinary Connections

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

## Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

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### Technology Integration

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions

### Career Education

Time Frame

1 week

### Topic

Community Health Services and Support

### Alignment to Standards

2.2.P.E.: Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

2.2.2.E.1:Determine where to access home, school, and community health professionals.

2.1.P.D: Developing an awareness of potential hazards in the environment impacts personal health and safety

2.2.2.A: Effective communication may be a determining factor in the outcome of health and safety-related situations

2.2.2.A.1: Express needs, wants, and feelings in health- and safety-related situations

### Learning Objectives and Activities

Students will...

Develop an awareness of potential hazards in the environment impacts personal health and safety.

- Discuss different types of emergency situations at home, school, and in the community and how to handle and seek potential solutions.

Know how to locate health related assistance at home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

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- Provide students with a list of health related emergencies situations and ask students to name trusted professionals and people that can assist and help. Know who to ask for help when not feeling well at home, school, and community.
  - Discuss and emphasize trusted adults and professionals that can help when not feeling well at home, school, and community.
- Express needs, wants, and feelings in health- and safety-related situations
- Create a classroom anchor chart and seek the opinions and views of students regarding essential needs and wants that are vital to their overall health and maintaining a healthy lifestyle.

## Assessments

### **Formative:**

- Participation in guided discussion
- Teacher Observation
- Small group activities and presentations

### **Summative:**

- Rubric of skills and knowledge

### **Benchmark:**

- 

### **Alternative:**

- 

## Interdisciplinary Connections

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights

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### Career Readiness, Life Literacies, and Key Skills

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.  
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.  
9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

### Technology Integration

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance  
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions  
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems

### Career Education

Time Frame

1 week

### Topic

Personal Safety

### Alignment to Standards

2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison, accident prevention).  
2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors / touches.  
2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.  
2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.  
2.2.2.B.1: Explain what a decision is and why it is advantageous to think before acting.

### Learning Objectives and Activities

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Students will be able to:

Identify ways that environmental hazards in the environment impact personal health and safety.

Participate in emergency drills and Fire Safety Procedures.

- List reasons we do safety drills and create their own Escape plans for fire drills at home.

Practice the correct bike safety measures.

Identify why car seats and seatbelts are used.

- Understand the outcomes of not wearing protective equipment.

Know the kinds of warning symbols (Safety Signs) and their meaning.

How to dial 9-1-1 for help.

That the ways first-aid can be helpful.

How to be Safe while using the internet.

- Create a List of basic rules on being safe while using the internet including not divulging personal information.

How to protect yourself from the sun by using sunblock and when is the most important times to apply.

How to practice correct safety measures around water.

- Create a basic list of rules we need to follow when around water.

## Assessments

### **Formative:**

- Checklist of personal growth and development
- Participation in guided discussion
- Teacher Observation

### **Summative:**

- Rubrics of skills and knowledge of diverse personal safety aspects

### **Benchmark:**

- 

### **Alternative:**

- 

## Interdisciplinary Connections

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

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6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).  
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.  
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.  
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

### Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem  
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity  
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

### Technology Integration

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

### Career Education

Time Frame	1 week
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### Topic

Nutrition

### Alignment to Standards

2.2.2.N.1: Explore different types of foods and food groups.  
2.2.2.N.2: Explain why some foods are healthier to eat than others.  
2.2.2.N.3: Differentiate between healthy and unhealthy eating habits

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### Learning Objectives and Activities

Students will...

Identify healthy and unhealthy foods.

- Importance of Drinking Water and staying Hydrated.
- MyPlate.

Identify which foods belong in each of the food groups.

- Identify Food Groups and Food Sources.

Explain why some foods are healthier than others.

- Build a Meal Activity.

Summarize information found on food labels.

- Explain Information on Food Labels.
- "Eat the Rainbow" (colorful plate).

Examine the role of food choices in staying healthy throughout life

- Healthy Diet: healthy foods, unhealthy foods, Go, Slow or Whoa Foods.
- Use [BrainPopJr \(Eating Right, Sugar, Food Groups\)](#).

### Assessments

#### **Formative:**

- Checklist of personal growth and development
- Participation in guided discussion
- Teacher Observation

#### **Summative:**

- Nutrition rubric of skills and knowledge

#### **Benchmark:**

- 

#### **Alternative:**

- 

### Interdisciplinary Connections

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

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W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

### Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

### Technology Integration

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively

### Career Education

Time Frame

1 week

### Topic

Health Conditions, Diseases, Medicines

### Alignment to Standards

2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness

2.1.2.C1: Summarize symptoms of common diseases and health conditions

2.1.2.C.2: Summarize strategies to prevent the spread of common diseases and health conditions.

2.3.2.A.1: Explain what medicines are and when some types of medicines are used.

2.2.2.A.2: Explain why medicines should be administered as directed.

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### Learning Objectives and Activities

Students will...

Identify common health conditions and diseases.

- Create a graphic organizer listing different types of symptoms of common illness and other related health conditions and diseases.

Identify and describe different types of symptoms and changes in the body when ill.

Describe healthy habits that can help prevent illness and the potential spread of germs.

- Discuss how germs are all around us and how they can spread from one person to another.
- Have students participate in a glitter experiment to illustrate how easily germs can spread and how handwashing can help prevent the spreading of illness and disease.

Understand the use of medicine is to help aid in recovery and to only be given by a trained medical physician, parent, or trusted adult.

- Discuss when medicine should be administered and taken and the importance of following the recommended dosage.
- Map out a list of commonly used drugs and discuss if they are acquired over the counter or by doctor's prescription.

### Assessments

#### **Formative:**

- Participation in guided discussion, Teacher Observation, Small group presentations

#### **Summative:**

- Rubric of skills and knowledge

#### **Benchmark:**

- 

#### **Alternative:**

- 

### Interdisciplinary Connections

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

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6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

### Career Readiness, Life Literacies, and Key Skills

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

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).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### Technology Integration

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

### Career Education

Time Frame

6 weeks

### Topic

Lifelong Fitness

### Alignment to Standards

**2.2.2.LF.1:** Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.

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**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.

### Learning Objectives and Activities

Students will...

- Perform movement skills in a correct manner
- Demonstrate and understand basic movements relating to balance, agility and control
- Identify physical activities that are available outside of school and in the community
- Discuss the importance of feelings and emotions involved in movement and physical activities
- Discuss how to appropriately express feeling and emotions during physical activity and movement
- Complete activities on different surfaces such as gym floor, turf, exercise mats, grass fields Introduce balance, skills on each leg, crab walk, bear crawl, hopping on one foot
- Practice stretching, breathing, mindfulness and basic yoga movements
- Determine a health/ fitness goal and complete steps to achieve it
- Give examples of activities outside of the school community (YMCA, recreational programs, etc.)
- Discuss a choice of equipment to figure out likes and dislikes
- Engage in backyard games

\*All activities are differentiated by age and skill level.

Teacher will provide clear, concise, and specific audio, visual and verbal cues.

Teachers will address rules, expectations, and appropriate conduct in the physical education setting.

### Assessments

#### **Formative:**

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation

#### **Summative:**

- Individual Growth Assessment on Locomotor Movements and Physical Skills

#### **Benchmark:**

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- 

### **Alternative:**

- 

### Interdisciplinary Connections

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

### Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### Technology Integration

- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

### Career Education

**Modifications for Physical Education/Dance/or any other physical coursework**  
(ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)

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### **ELL:**

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

### **Supports for Students With IEPs:**

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

### **At-Risk Students:**

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

### **Gifted and Talented:**

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications

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- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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