

Hoboken Public Schools

Grade K Physical Education



Updated SY 25-26

Course Description

The Kindergarten Physical Education Curriculum is designed to develop students' knowledge and skills in a physically active setting. Successful preparation for the opportunities, rigors, and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. To that end, this comprehensive physical education program guides kindergarten students in developing health related fitness, physical competence, and positive attitudes about physical activity. The goal of the curriculum is that all students will gain the emotional literacy knowledge and skills necessary in achieving healthy and active lifestyles.

The Kindergarten Physical Education Curriculum consists of four units of study that provide unique activities and experiences that are designed to support the goals of the curriculum and student use of critical thinking and problem-solving skills. Lessons address the 2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education using disciplinary concepts such as movement skills, personal growth and development, and physical and lifelong fitness.

Overarching Course Resources

- [2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education Standards](#)
- [Kids Health](#)
- [PE Central](#)
- [TeacherTube](#)
- [Nearpod](#)
- [Health Reference Center](#)
- [Discovery Education](#)
- All Physical Education related items, i.e. basketballs, soccer balls, volleyballs with nets, footballs et al.

Course Overview/Pacing Guide

Unit	Unit Title	Time Frame	2020 NJSLs-CHPE Standards
1	Locomotor & Manipulative Skills	September - November	2.1, 2.2
2	Recreational Activities & Lifetime Fitness	December - February	2.1, 2.2
3	Cooperative Games	March - April	2.1, 2.2

4	Team Sports	May - June	2.1, 2.2
---	-------------	------------	----------

DEI Integration Chart

Area	Lesson Integration (with description)	Standards Alignment (2024 NJSLS PE + 9.2/9.4)
Amistad / African American History	Integrate stories of African American Olympians (e.g., Wilma Rudolph) during Unit 4 “Team Sports” and Unit 2 dance traditions.	PE.K.1.1, PE.K.4.2; 9.4.2.GCA.1
AAPI Contributions	Highlight AAPI athletes (e.g., Chloe Kim) and martial arts/dance traditions in Unit 2.	PE.K.3.1, PE.K.5.1; 9.4.2.CI.1
Civics / Media Literacy	Cooperative games require rule-following, fairness; media literacy via comparing sports media clips.	PE.K.4.1, PE.K.4.2; 9.4.2.IML.4
Financial Literacy	Not required in PE; however, can embed “community fitness resources” or choices.	9.1 not required at K; 9.4.2.TL.7
Career Education	Olympic athlete research in Unit 4; teamwork reflects workplace readiness.	9.2 Career Awareness; 9.4.2.CT.3
Holocaust Education	Not required at K; not typically integrated in PE.	N/A
Benchmark Assessments	Listed in Section IV above for all units.	All performance-based PE standards

Unit 1 - Locomotor and Manipulative Skills

Timeframe: September - November

Overview

In this unit, students will participate in locomotor and manipulative skills such as walking, running, jumping, hopping, crawling, marching, climbing, galloping, sliding, leaping, hopping, and skipping. Strengthening locomotor skills enables children to move their bodies in different environments, from location to another, helping them to build confidence and develop a sense of freedom.

Essential Questions

- Why do we need to learn various movement skills, such as running, throwing, and catching?
- How can I improve movement and skill in response to feedback?
- How will these skills help you to play games/sports?

Essential Learning Outcomes

- Students will develop spatial and coordination skills.
- Students will perform locomotor skills with developmentally appropriate control through practice of jumping activities.
- Students will explain personal space and why it is important.

Physical Activities

- Tossing, catching, and kicking bean bags, beach balls, balloons, and playground balls
- Twisting a hula-hoop around the waist
- Walking on a balance beam
- Running between cones
- Skipping and hopping
- Jogging around the gym

2.1 Personal and Mental Health Standards Addressed

2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

2.1.2.EH.5 Explain healthy ways of coping with stressful situations.

2.2 Physical Wellness Standards Addressed

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).

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

2.2.2.MSC.7 Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

2.2.2.PF.2 Explore how to move different body parts in a controlled manner.

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.

Assessments (Formative, Summative, Benchmark, Alternative):

- Formal assessments by way of tests and quizzes
- Journal responses in written or pictorial form
- Peer to peer or class discussions
- Skill performance assessments
- Wellness exams

- Multimedia presentation
- Vocabulary quizzes
- Entry and exit tickets

Benchmark: Movement Foundations Assessment

Students demonstrate developmentally appropriate locomotor and manipulative skills through teacher-rated performance tasks and spatial awareness demonstrations.

Differentiation

Special Education Students:

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

English Language Learners:

- Invite students to explore different points of view on a topic of study and compare.
- Translated literature on tape.

Skills Fragile Students:

- Encourage students to make transformations-use a common task or item in a different way.
- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

504 Students:

- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

Gifted and Talented Students:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student led research.

Integration of 2020 Career Readiness Life Literacies and Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2. CT.3 Use a variety of types of thinking to solve problems.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

- 9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)
- 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks to develop artifacts.

Interdisciplinary Concepts

- Math: incorporate measuring and graphing, geometry, patterns and functions, probability and statistics, and logic.
- Science: incorporate identifying body parts, muscles and bones, learning about different systems of the body, learning about simple machines such as levers and weather patterns
- Social Studies: incorporate customs and cultures from around the world, Olympics history, modes of transportation, and map reading.
- English Language Arts: incorporate spelling, vocabulary, comprehension, question and answers, and critical listening.

Digital Citizenship Standards (9.4)

Technology Literacy

- 9.4.2.TL.4 — Navigate digital tools and explain why a tool is used.
- 9.4.2.TL.6 — Illustrate and communicate ideas using digital tools.
- 9.4.2.TL.7 — Collaborate digitally to produce artifacts.

Information & Media Literacy

- 9.4.2.IML.3 — Identify media sources.
- 9.4.2.IML.4 — Compare how information is shared in different contexts.

Creative Innovation

- 9.4.2.CI.1 — Demonstrate openness to new ideas.

Unit 2 - Recreational Activities & Lifetime Fitness

Timeframe: December - February

Overview

In this unit, students will engage in recreational activities that can be pursued throughout a lifetime such as dance, yoga, and bowling. Through individual and group recreational activities, students will develop not only physical skills, but also social skills.

Essential Questions

- How can developing physical skills contribute to a lifetime of physical fitness?

- How can recreational activities contribute to health and wellness across a lifetime?
- How can you continue your health and wellness journey through your lifetime?

Essential Learning Outcomes

- Students will demonstrate movement in various ranges.
- Students will execute appropriate behaviors and etiquette while participating in various activities (sportsmanship).
- Students will model strategies to help classmates achieve goals.
- Students will respond to feedback by correcting movements.

Physical Activities

- Dance
- Yoga
- Bowling
- Frisbee
- Aerobics
- Pilates

2.1 Personal and Mental Health Standards Addressed

2.1.2.PGD.1 Explore how activity helps all human bodies stay healthy.

2.1.2.EH.3 Demonstrate strategies for managing one's own emotions, thoughts, and behaviors.

2.2 Physical Wellness Standards Addressed

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

2.2.2.MSC.7 Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

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.

2.2.2.PF.2 Explore how to move different body parts in a controlled manner.

2.2.2.LF.3 Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.2.LF.4 Identify physical activities available outside of school that are in the community.

Assessments (Formative, Summative, Benchmark, Alternative):

- Formal assessments by way of tests and quizzes
- Journal responses in written or pictorial form
- Peer to peer or class discussions
- Skill performance assessments
- Wellness exams
- Multimedia presentation
- Vocabulary quizzes
- Entry and exit tickets

Benchmark: Lifetime Fitness Performance Check

Students apply fitness concepts through participation in yoga, dance, and community recreational activities, demonstrating control, etiquette, and safe movement.

Differentiation

Special Education Students:

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

English Language Learners:

- Invite students to explore different points of view on a topic of study and compare.
- Translated literature on tape.

Skills Fragile Students:

- Encourage students to make transformations-use a common task or item in a different way.
- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

504 Students:

- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

Gifted and Talented Students:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student led research.

Integration of 2020 Career Readiness Life Literacies and Key Skills

9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.

9.4.2. CT.3 Use a variety of types of thinking to solve problems.

9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

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

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.

9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks to develop artifacts.

Interdisciplinary Concepts

- Math: incorporate measuring and graphing, geometry, patterns and functions, probability and statistics, and logic.
- Science: incorporate identifying body parts, muscles and bones, learning about different systems of the body, learning about simple machines such as levers and weather patterns
- Social Studies: incorporate customs and cultures from around the world, Olympics history, modes of transportation, and map reading.
- English Language Arts: incorporate spelling, vocabulary, comprehension, question and answers, and critical listening.

Digital Citizenship Standards (9.4)

Technology Literacy

- 9.4.2.TL.4 — Navigate digital tools and explain why a tool is used.
- 9.4.2.TL.6 — Illustrate and communicate ideas using digital tools.
- 9.4.2.TL.7 — Collaborate digitally to produce artifacts.

Information & Media Literacy

- 9.4.2.IML.3 — Identify media sources.
- 9.4.2.IML.4 — Compare how information is shared in different contexts.

Creative Innovation

- 9.4.2.CI.1 — Demonstrate openness to new ideas.

Unit 3 - Cooperative Games

Timeframe: March - April

Overview

In this unit, students will reinforce body awareness, spatial awareness, coordination, and cooperation skills through game play. Teamwork will be emphasized through games as students learn to communicate, show kindness, and execute appropriate behaviors with one another.

Essential Questions

- How are the skills you learned earlier this year used in these games?
- How do teamwork and games go together?
- How is the concept of good sportsmanship important?

Essential Learning Outcomes

- Students will explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt.
- Students will perform movement skills with developmentally appropriate control through practice of jumping activities.
- Students will demonstrate spatial awareness and control through applied settings in individual and group activities or games.

Physical Activities

- Parachutes
- Sack Races
- Obstacle Course
- Relays

2.1 Personal and Mental Health Standards Addressed

2.1.2.PGD.1 Explore how activity helps all human bodies stay healthy.

2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.2 Physical Wellness Standards Addressed

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.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.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.

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.

Assessments (Formative, Summative, Benchmark, Alternative)

- Formal assessments by way of tests and quizzes
- Journal responses in written or pictorial form
- Peer to peer or class discussions
- Skill performance assessments
- Wellness exams
- Multimedia presentation
- Vocabulary quizzes
- Entry and exit tickets

Benchmark: Cooperation & Sportsmanship Assessment

Students exhibit teamwork, communication, and safe play behaviors while engaging in cooperative games.

Differentiation

Special Education Students:

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

English Language Learners:

- Invite students to explore different points of view on a topic of study and compare.
- Translated literature on tape.

Skills Fragile Students:

- Encourage students to make transformations-use a common task or item in a different way.
- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

504 Students:

- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

Gifted and Talented Students:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student led research.

Integration of 2020 Career Readiness Life Literacies and Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2. CT.3 Use a variety of types of thinking to solve problems.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)
- 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks to develop artifacts.

Interdisciplinary Concepts

- Math: incorporate measuring and graphing, geometry, patterns and functions, probability and statistics, and logic.
- Science: incorporate identifying body parts, muscles and bones, learning about different systems of the body, learning about simple machines such as levers and weather patterns
- Social Studies: incorporate customs and cultures from around the world, Olympics history, modes of transportation, and map reading.
- English Language Arts: incorporate spelling, vocabulary, comprehension, question and answers, and critical listening.

Digital Citizenship Standards (9.4)

Technology Literacy

- 9.4.2.TL.4 — Navigate digital tools and explain why a tool is used.
- 9.4.2.TL.6 — Illustrate and communicate ideas using digital tools.
- 9.4.2.TL.7 — Collaborate digitally to produce artifacts.

Information & Media Literacy

- 9.4.2.IML.3 — Identify media sources.
- 9.4.2.IML.4 — Compare how information is shared in different contexts.

Creative Innovation

- 9.4.2.CI.1 — Demonstrate openness to new ideas.

Unit 4 - Team Sports

Timeframe: May - June

Overview

In this unit, students will engage in various team sports. Teamwork will be emphasized as students learn to better communicate with and listen to one another. Additionally, students will begin to understand the components of health related fitness - cardiorespiratory endurance, body composition, flexibility, muscular strength and endurance - and skill related fitness - speed, agility, reaction time, coordination, and power.

Essential Questions

- How are the concepts of movement important?
- How is the concept of good sportsmanship important?
- How will these skills help your performance in various sports and activities?

Essential Learning Outcomes

- Students will define different types of sports through research of Olympic games.
- Students will identify a sport and research an Olympic Athlete using a digital or print resource.
- Students will demonstrate knowledge of teamwork and sportsmanship through competitive games, sports, and other activities.

Physical Activities

- Introduction to Kickball
- Introduction to Baseball
- Introduction to Tennis
- Introduction to Football
- Introduction to Lacrosse

2.1 Personal and Mental Health Standards Addressed

- 2.1.2.PGD.1 Explore how activity helps all human bodies stay healthy.
- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.2 Physical Wellness Standards Addressed

- 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.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.MSC.1 Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- 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.5 Adjust and correct movements and skill in response to feedback.
- 2.2.2.PF.2 Explore how to move different body parts in a controlled manner.

Assessments (Formative, Summative, Benchmark, Alternative):

- Formal assessments by way of tests and quizzes
- Journal responses in written or pictorial form
- Peer to peer or class discussions
- Skill performance assessments
- Wellness exams
- Multimedia presentation
- Vocabulary quizzes
- Entry and exit tickets

Benchmark: Team Sports Performance Task

Students participate in modified team sports and demonstrate rule-following, skill development, and sportsmanship.

Differentiation

Special Education Students:

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

English Language Learners:

- Invite students to explore different points of view on a topic of study and compare.
- Translated literature on tape.

Skills Fragile Students:

- Encourage students to make transformations-use a common task or item in a different way.
- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

504 Students:

- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

Gifted and Talented Students:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student led research.

Integration of 2020 Career Readiness Life Literacies and Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2. CT.3 Use a variety of types of thinking to solve problems.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)
- 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks to develop artifacts.

Interdisciplinary Concepts

- Math: incorporate measuring and graphing, geometry, patterns and functions, probability and statistics, and logic.
- Science: incorporate identifying body parts, muscles and bones, learning about different systems of the body, learning about simple machines such as levers and weather patterns
- Social Studies: incorporate customs and cultures from around the world, Olympics history, modes of transportation, and map reading.
- English Language Arts: incorporate spelling, vocabulary, comprehension, question and answers, and critical listening.

Digital Citizenship Standards (9.4)**Technology Literacy**

- 9.4.2.TL.4 — Navigate digital tools and explain why a tool is used.
- 9.4.2.TL.6 — Illustrate and communicate ideas using digital tools.
- 9.4.2.TL.7 — Collaborate digitally to produce artifacts.

Information & Media Literacy

- 9.4.2.IML.3 — Identify media sources.
- 9.4.2.IML.4 — Compare how information is shared in different contexts.

Creative Innovation

- 9.4.2.CI.1 — Demonstrate openness to new ideas.