

**Randolph Township School
Department of Health and Physical Education
Randolph Elementary Schools
Physical Education Grades K-2 Curriculum**

*“You don’t stop playing because you grow old; you grow old because you stop playing.”
~Anonymous*

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Curriculum Developed:
July 2021

Date of Board Approval:
September 21, 2021

**Randolph Township School
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The physical education curricula is aligned with the 2020 New Jersey Student Learning Standards, as Comprehensive Health and Physical Education, focusing on one's overall health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Physical education is a tool by which our students can realize the benefits of further education, productive exercise, responsible leadership, and personal fulfillment.

Traditionally, physical education has been taught predominantly through sports. This curriculum focuses on the skills each child needs in order to meet the standards and ultimately become a physical literate individual. Physical education develops the individual through deliberate practice of well-designed learning tasks that allow for skill development in an instructional climate focused on mastery.

Physical education develops the individual through deliberate practice of well-designed learning tasks that allow for skill development in an instructional climate focused on mastery.

To that end, this course will provide students with skill-based educational experiences that enable them to acquire knowledge and the ability to apply these necessary skills and to experience the benefits of learning and the values of wellness. We will guide all students in discovering, valuing and developing their unique talents to realize their potential, while being focused on a lifetime of wellness as a physically literate individual. These goals will also be achieved by ensuring students are scheduled to meet or exceed New Jersey's mandate of at least 150 minutes of health, safety and physical education per week in grades K-2.

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Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
7 weeks	I	Manipulative Skills- Throwing, Catching, and Target Activities and Games
7 weeks	II	Manipulative Skills- Striking, Kicking, and Target Activities and Games
8 weeks	III	Rhythmic, Fitness and Locomotor/Non-locomotor Activities
5 weeks	IV	Cooperative Activities

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Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

TRANSFER: The physically literate individual will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>Personal Growth and Development</u> 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p><u>Movement Skills and Concepts</u> 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.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>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.</p>	Throwing and catching with appropriate and safe actions can be applied in multiple activities throughout a lifetime.	<ul style="list-style-type: none"> How can hand-eye coordination and distance affect throwing and catching? How can accuracy be improved?
	Feedback impacts and improves the learning of movement skills and concepts.	<ul style="list-style-type: none"> Why should you be able to give feedback to yourself and others?
	Participation in physical activities can improve skill development.	<ul style="list-style-type: none"> How do proper behaviors and active participation improve games, sports, and activities?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Physical activity helps an individual's physical, social, and emotional health.	Explain the physical, social, and emotional benefits gained from participating in physical activity. (K-2)

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Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

<p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p> <p><u>Physical Fitness</u></p> <p>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).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p><u>Lifelong Fitness</u></p> <p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>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.</p>	Throwing involves proper technique.	<p>Demonstrate basic throwing that improves coordination. (K)</p> <p>Perform basic throwing skills in a fluid motion. (1/2)</p>
	Catching requires proper technique.	<p>Catch an object off a bounce. (K)</p> <p>Catch a self-tossed object with hands. (1/2)</p> <p>Catch a thrown object with hands. (1/2)</p>
	Dribbling an object requires control.	<p>Dribble a ball with one hand. (K)</p> <p>Dribble with dominant hand in personal and general space with fluid motion. (1/2)</p>
	Feedback is an important part to improving movement.	<p>Follow instructions and directions when prompted. (K)</p> <p>Respond appropriately to general</p>

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Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

Personal Safety 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).		and specific feedback from the teacher. (1/2)
	Appropriate behavior and etiquette during activities and games helps create a safe environment.	Recognize the established protocol for class activities. (K) Recognize the role of rules and etiquette in teacher-designed physical activities. (1/2)
	Kindness towards self and others creates a safe and caring environment.	Share equipment and space with others. (K) Work independently with others in a variety of class environments (e.g., partner, small and large groups). (1/2)
	Every player on the field has an important role.	Understand the role of offense and defense. (K)

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Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

		Distinguish between an offensive player and a defensive player during game play. (1/2)
	Activities and games are important ways to engage in physical movement.	Engage actively in physical education during games and activities in response to instruction and practice. (K-2)
	Teamwork is important in order to achieve goals.	Work with teammates to achieve a specific goal. (K-2)
	Expressing your feeling and emotions during movement and activity helps increase positive behaviors.	Describe positive feelings that result from participating in physical activities. (K-2)
	Posture and balance during movement are important to successfully negotiate different environments.	Demonstrate posture and balance during movement to ensure safety in all types of environments. (K-2)
	Proper safety rules should always be followed.	Follow directions for safe participation and proper use of equipment. (K-2)
	KEY TERMS: catch, throw, overhand, underhand,	

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Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

	sprint, dodge, flee, shoot, roll, pass, set, accuracy, dominant/non-dominant, weight transfer, coordination, reaction time, opposition, safety rules, personal space, kick, set, pass, grip, volley, target, implement, cradle, aim, follow-through, snap	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Skill-specific rubrics • Self/peer reflection to correct movement errors • Authentic skill assessment in game play • Peer coaching • Teacher/Peer/Self Skill Assessment Checklist • Formative/Summative Assessment (exit ticket, question of the day) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Catching/Throwing Activities: Capture the Ball (bouncing), Messy Backyard, Juggling, Bucket Head, Jedi, Scoop Skill Activities and Lead-Up Games, Hula Huts, Throw/Catch Tag • Target Activities: Castle Ball, Backyard games, Shoot for a Spot, NBA stations, Popcorn Basketball, Feed the Frog, Pin Knockdown Activities (Pin ball), Bowling activities (Progressive Bowling), Bowler Ball, Bombardment 		

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Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

SUGGESTED TIME ALLOTMENT	7 Weeks
SUPPLEMENTAL UNIT RESOURCES	SHAPE America - https://www.shapeamerica.org The PE Shed - https://www.thepeshed.com The Physical Educator - https://www.thephysicaleducator.com Phys Ed Games - https://physedgames.com PE Games - https://www.pegames.org The PE Geek - https://thepegeek.com PHE America - http://www.pheamerica.org PE Universe - https://peuniverse.com PE Central - https://www.pecentral.org OPEN (Online Physical Education Network) - https://openphysed.org Spark PE - https://sparkpe.org

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Unit II: Manipulative Skills- Striking, Kicking, and Target Activities and Games

TRANSFER: The physically literate individual will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>Personal Growth and Development</u> 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p><u>Movement Skills and Concepts</u> 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.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>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.</p>	Striking and kicking with appropriate and safe actions can be applied in multiple activities throughout a lifetime.	<ul style="list-style-type: none"> How do the fundamentals of movement increase success?
	Feedback impacts and improves the learning of movement skills and concepts.	<ul style="list-style-type: none"> Why should you be able to give feedback to yourself and others?
	Practicing appropriate and safe behaviors contributes to enjoyment of activities.	<ul style="list-style-type: none"> How do proper behaviors and active participation improve games, sports, and activities?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Physical activity helps an individual's physical, social, and emotional health.	Explain the physical, social, and emotional benefits gained from participating in physical activity. (K-2)

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<p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p> <p><u>Physical Fitness</u></p> <p>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).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p><u>Lifelong Fitness</u></p> <p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>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.</p> <p><u>Personal Safety</u></p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p>	<p>Manipulative movements can be performed in personal and general space using various modifications.</p>	<p>Travel in general space with different speeds. (K)</p> <p>Vary time and force with gradual increases and decrease. (1/2)</p> <p>Travel in different levels and pathways. (K-2)</p>
	<p>Dribbling an object requires control.</p>	<p>Tap the ball with the inside of the foot forward. (K)</p> <p>Dribble with the feet under control in general space with force and speed. (cradle) (1/2)</p>
	<p>There are various ways to kick an object.</p>	<p>Kick a stationary an object. (K)</p> <p>Kick an object while body in motion utilizing movement techniques such as lunging and pivoting. (1/2)</p>
	<p>Proper striking mechanics, with or without an implement, require follow through.</p>	<p>Volley a lightweight object sending it upward. (K)</p>

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		<p>Volley an object upward with consecutive hits. (1/2)</p> <p>Using an implement, strike a variety of objects, utilizing the proper grip. (1/2)</p>
	Feedback is an important part to improving movement.	<p>Follow instructions and directions when prompted. (K)</p> <p>Respond appropriately to general and specific feedback from the teacher. (1/2)</p>
	Appropriate behavior and etiquette during activities and games helps create a safe environment.	<p>Recognize the established protocol for class activities. (K)</p> <p>Recognize the role of rules and etiquette in teacher-designed physical activities. (1/2)</p>
	Kindness towards self and others creates a safe and caring environment.	<p>Share equipment and space with others. (K)</p> <p>Work independently with others in a</p>

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		variety of class environments (e.g., partner, small and large groups). (1/2)
	Possession changes constantly during team games.	Identify offensive and defensive possession . (K) Transition from offense to defense effectively during games. (1-2)
	Activities and games are important ways to engage in physical movement.	Engage actively in physical education during games and activities in response to instruction and practice. (K-2)
	A positive attitude increases physical performance.	Explain and demonstrate how attitude affects problem solving and working together. (K-2) Share and cooperate with others. (K-2)
	Attitude impacts team and individual achievement	Self-evaluate their failures or success in relation to their attitude. (K-2)
	Posture and balance during movement are important to successfully negotiate different environments.	Demonstrate posture and balance during movement to ensure safety in all types of environments. (K-2)

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	Proper safety rules should always be practiced.	Follow directions for safe participation and proper use of equipment. (K-2)
	Following safety rules while utilizing an implement creates a safe environment.	Manipulate any implement while maintaining their safety and the safety of others. (K-2)
	KEY TERMS: self-evaluate, sportsmanship, cooperation, respect, teamwork, challenge, listening, problem solving, kindness, encouragement, honesty, fairness, responsibility	
ASSESSMENT EVIDENCE: Students will show their learning by: <ul style="list-style-type: none"> • Skill-specific rubrics • Self/peer reflection to correct movement errors • Authentic skill assessment in game play • Peer coaching • Teacher/Peer/Self Skill Assessment Checklist • Formative/Summative Assessment (exit ticket, question of the day) 		
KEY LEARNING EVENTS AND INSTRUCTION: <ul style="list-style-type: none"> • Kicking Activities: Soccer Skill Activities and Lead-up Games (Steal the Treasure), Kicking Stations, Battle Ball, Soccer Progressive Bowling, Soccer Golf, Steal the Bacon, Squirrels in a Tree, Ghostbusters • Striking Activities: Badminton skill and lead-up activities, Volleyball Skill and Lead-up Activities, Volleyball Messy Backyard, Mini Golf Course, Treasure Hunt (Hockey), Scooter Hockey, Hockey Mania, Straight Line Baseball (Off Tee) 		

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<ul style="list-style-type: none"> Target Activities: Castle Ball, Backyard games, Pin Knockdown Activities (Kick/Hockey Pin ball), Bowling activities (Kicking/Hockey), Bowler Ball, Bombardment 	
SUGGESTED TIME ALLOTMENT	7 weeks
SUPPLEMENTAL UNIT RESOURCES	SHAPE America - https://www.shapeamerica.org The PE Shed - https://www.thepeshed.com The Physical Educator - https://www.thephysicaleducator.com Phys Ed Games - https://physedgames.com PE Games - https://www.pegames.org The PE Geek - https://thepegeek.com PHE America - http://www.pheamerica.org PE Universe - https://peuniverse.com PE Central - https://www.pecentral.org OPEN (Online Physical Education Network) - https://openphysed.org Spark PE - https://sparkpe.org

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Unit III: Rhythmic, Fitness and Locomotor/Non-Locomotor Activities

TRANSFER: The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>Personal Growth and Development</u> 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p><u>Movement Skills and Concepts</u> 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p><u>Physical Fitness</u> 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).</p>	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	<ul style="list-style-type: none"> How can skills and concepts of pathways improve the quality of your movement? How can music and rhythm help you become a better mover?
	Appropriate types and amounts of physical activity enhance personal health.	<ul style="list-style-type: none"> How does participation in games, dance, and recreational activities benefit your lifelong health and wellness?
	Resources that support physical activity are all around you.	<ul style="list-style-type: none"> What community resources are available for younger individuals?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Physical activity helps an individual's physical, social, and emotional health.	Explain the physical, social, and emotional benefits gained from participating in physical activity. (K-2)

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Unit III: Rhythmic, Fitness and Locomotor/Non-Locomotor Activities

<p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p><u>Lifelong Fitness</u></p> <p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>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.</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p> <p><u>Personal Safety</u></p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p>	There are various locomotor skills.	<p>Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (K-2)</p> <p>Differentiate among twisting, curling, bending and stretching actions. (K-2)</p>
	Locomotor skills require varying levels of speed, balance and force.	<p>Perform various locomotor skills with balance including, but not limited to, hop, gallop, skip, etc. (K)</p> <p>Perform various locomotor skills with fluid motion. (1/2)</p>
	Various non-locomotor and locomotor skills are needed for dance.	<p>Perform non-locomotor and locomotor skills in dance. (K)</p> <p>Perform a rhythmic activity with correct response to simple rhythms. (1/2)</p>
	There is a difference between non-locomotor, locomotor movements and transferring body weight.	Balances on different bases of support, combining levels and shapes. (K-2)

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Unit III: Rhythmic, Fitness and Locomotor/Non-Locomotor Activities

		Differentiate among twisting, curling, bending and stretching actions. (K-2)
	Feedback is an important part to improving movement.	Follow instructions and directions when prompted. (K) Respond appropriately to general and specific feedback from the teacher. (1/2)
	Every exercise addresses at least one of the components of physical fitness.	Demonstrate movements that improve the components of physical fitness. (K-2)
	Rhythm and coordination are necessary when jumping rope.	Execute a single jump with a self-turned rope. (K) Jump a self-turned rope consecutively. (1/2)

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Unit III: Rhythmic, Fitness and Locomotor/Non-Locomotor Activities

	Using a variety of levels, directions, and pathways improves performance.	<p>Demonstrate levels, direction, ranges and pathways in a controlled and applied setting. (K)</p> <p>Demonstrate appropriate control while changing levels, direction, range, and pathways. (1/2)</p>
	Muscle use is needed when maintaining balance.	<p>Maintain momentary stillness on different bases of support. (K)</p> <p>Balance on different bases of support, combining levels and shapes. (1/2)</p>
	Shifting weight is necessary for movement.	Transfer weight from feet to other parts of the body while maintaining balance. (K-2)
	Proper jumping mechanics include balance.	<p>Perform jumping and landing actions with balance and proper technique. (K)</p> <p>Incorporate one and two-foot take-offs and landings. (1/2)</p>

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Unit III: Rhythmic, Fitness and Locomotor/Non-Locomotor Activities

	Expressing your feeling and emotions during movement and activity helps increase positive behaviors.	Describe positive feelings that result from participating in physical activities. (K-2)
	Posture and balance during movement are important to successfully negotiate different environments.	Demonstrate posture and balance during movement to ensure safety in all types of environments. (K-2)
	Range of motion can be identified while taking part in flexibility and breathing exercises such as stretching, mindfulness, and yoga.	Identify their personal range of motion. (K-2)
	Opportunities exist in the community for physical activities.	Describe physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (K-2)
	Following safety rules while utilizing an implement creates a safe environment.	Manipulate any implement while maintaining their safety and the safety of others. (K-2)
	KEY TERMS: locomotor, sprint, dodge, flee,	

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Unit III: Rhythmic, Fitness and Locomotor/Non-Locomotor Activities

	boundary lines, game/activity rules, coordination, reaction time, hop, skip, jump, slide, gallop, roll, pose, base of support, transfer weight, inverted, pike, straddle, tuck, point, flex, hollow, yoga, crawl	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Locomotor skills (hop, skip, jump, slide, gallop) rubric • Self/peer reflection to correct movement errors • Checklists • Self/peer reflection to correct movement errors • Authentic skill assessment in game play • Peer coaching • Teacher/Peer/Self Skill Assessment Checklist • Formative/Summative Assessment (exit ticket, question of the day) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Tag Games: Grinch, Star Wars, Turtle, Zombie, PacMan, Flag, Superman, Elbow, Catch a Dragon's Tail, Pizza Delivery Tag • Yoga: Tree Pose, Dolphin Pose, Bridge Pose, Warrior Pose, Cobra Pose, Child Pose, Cat Pose • Dance: Chicken Dance, Very Simple Dance, Tooty Ta, Dance Tag • Movement Activities: Scooter Activities, Fill My Plate, Scooch and Crawl, Winter Olympics, Rock Wall, 		
SUGGESTED TIME ALLOTMENT	8 weeks	
SUPPLEMENTAL UNIT RESOURCES	SHAPE America - https://www.shapeamerica.org	

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Unit III: Rhythmic, Fitness and Locomotor/Non-Locomotor Activities

	<p>The PE Shed - https://www.thepeshed.com The Physical Educator - https://www.thephysicaleducator.com Phys Ed Games - https://physedgames.com PE Games - https://www.pegames.org The PE Geek - https://thepegeek.com PHE America - http://www.pheamerica.org PE Universe - https://peuniverse.com PE Central - https://www.pecentral.org OPEN (Online Physical Education Network) - https://openphysed.org Spark PE - https://sparkpe.org</p>
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Unit IV: Cooperative Activities

TRANSFER: The physically literate individual will exhibit responsible personal and social behavior that respects self and others.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>Emotional Health</u> 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p><u>Social and Sexual Health</u> 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p><u>Movement Skills and Concepts</u> 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games,</p>	Teamwork consists of effective communication and respect among class and team members.	<ul style="list-style-type: none"> • How can you be a good teammate? • What will it take to have a successful team?
	Practicing appropriate and safe behaviors contributes to enjoyment of activities.	<ul style="list-style-type: none"> • How do safety and sportsmanship affect the enjoyment of a game?
	Conflicts between people occur, and there are effective ways to resolve them.	<ul style="list-style-type: none"> • What causes conflicts? • How can conflicts be avoided?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Character can be reflected in a person's thoughts, feelings, and actions.	Explain and demonstrate good sportsmanship. (K-2)

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<p>sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p><u>Physical Fitness</u></p> <p>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).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p><u>Personal Safety</u></p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p>	Cooperative activities involve self-control.	<p>Acknowledge responsibility for behavior when prompted. (K)</p> <p>Accept responsibility for class protocols with behavior and performance actions. (1/2)</p>
	Appropriate steps exist for dealing with disagreements and conflicts with other.	<p>Explain the importance of getting along with others. (K)</p> <p>Demonstrate ways to deal with disagreements and conflicts. (1/2)</p>
	Working with others involves appropriate behaviors and proper etiquette.	Recognize the role of rules and etiquette in teacher-designed physical activities. (K-2)
	A positive attitude increases physical performance.	Explain and demonstrate how attitude affects problem solving and working together. (K-2)

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	Physical activities can be challenging and difficult.	Acknowledge that some physical activities are challenging and difficult. (K) Compare physical activities that bring confidence and challenge. (1/2)
	Cooperation is necessary when working with others (i.e. problem solving, communicating).	Share and cooperate with others. (K-2)
	Sportsmanship impacts cooperative activities through problem solving and effective communication	Explain how teamwork affects cooperative strategies when attaining a common goal. (K-2)
	Proper communication skills during cooperative games provide successful ways to problem solve.	Identify verbal and nonverbal communication skills (K-2) Implement appropriate ways to communicate in order to problem solve. (K-1)
	Practicing safety and following directions is required to participate in physical activities.	Follow teacher's direction for safe participation. (K)

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		Work independently and safely with/without equipment. (1/2)
	KEY TERMS: self-evaluate, sportsmanship, cooperation, respect, teamwork, challenge, listening, problem solving, kindness, encouragement, honesty, fairness, responsibility	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Self/peer reflection to correct movement errors • Task cards • Peer coaching • Teacher/Peer/Self Skill Assessment Checklist • Formative/Summative Assessment (exit ticket, question of the day) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Team Activities: Tug of War, Project Adventure, Omnikin, Elf Express • Partner Activities: Warm-up, Hoop Activities, Counterbalance Activities • Relay Races: Build-A-Snowman, Kinect4 Puzzle Mat, Scooters • Problem Solving Activities: Mission Impossible, Iceberg, Whistle Groups, Nutrition Games, 10 Shakes 		

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SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	SHAPE America - https://www.shapeamerica.org The PE Shed - https://www.thepeshed.com The Physical Educator - https://www.thephysicaleducator.com Phys Ed Games - https://physedgames.com PE Games - https://www.pegames.org The PE Geek - https://thepegeek.com PHE America - http://www.pheamerica.org PE Universe - https://peuniverse.com PE Central - https://www.pecentral.org OPEN (Online Physical Education Network) - https://openphysed.org Spark PE - https://sparkpe.org

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APPENDIX A

SHAPE America National PE Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

SHAPE America – Grade Level Outcomes - [SHAPE America Grade-Level Outcomes \(GLOs\) for K-12 Physical Education](#)