

Pine Hill Public Schools Curriculum

Content Area:		Health / PE	
Course Title/ Grade Level:		Health / PE – Kindergarten	
Unit 1:	Unit 1- Introduction	Month:	September
Unit 2:	Unit 2	Month:	October
Unit 3:	Unit 3	Month:	November / December
Unit 4:	Unit 4	Month:	January
Unit 5:	Unit 5	Month:	February / March
Unit 6:	Unit 6	Month:	March / April / May
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Intro		Unit #: 1
Course or Grade Level: Kindergarten		Length of Time: September
Essential Questions	<p>How do you follow the class rules? How do you move different ways? How do you toss and catch a beanbag? How do you balance?</p>	
Content	<p>Class rules discussion. Loco motor exercises and movements Throwing beanbag with opposition Underhand beanbag toss with opposition Catching beanbag with two hands Balance exercises</p>	
Skills	<p>Students will demonstrate: Running Jumping Skipping Hopping Marching Tossing/catching</p>	
Assessments	<ul style="list-style-type: none"> • Gross motor checklist • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistance, small groups 	
Inter-disciplinary Connections	<p>Letters Numbers</p>	
Lesson resources / Activities	<ul style="list-style-type: none"> • pcentral.com • welcome – parent letter 	
2009 NJCCCS		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.		
Strand(s): C. Sportsmanship , Rules and Safety		
Content Statement(s): Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	CPI # / CPI(s): 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship. 2.5.2. C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	
Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		

Strand(s): A. Fitness and Physical Activity

Content Statement(s): Develop competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	CPI # / CPI(s): 2.6 P.A.1 Develop and refine gross motor skills.
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 2		Unit #: 2
Course or Grade Level: Kindergarten		Length of Time: October
Essential Questions	<p>How do you kick, bounce, catch, roll a ball? Identify body parts. Identify safety hazards of Halloween What do you do in case of a fire? What is “5 a day the color way?”</p>	
Content	<ul style="list-style-type: none"> • Hand-eye coordination skills • Playground ball activities/games • Fire safety strategies • Soccer lead up games • Red Ribbon Week • Snacks – fruits/vegetables (Nutrition) 	
Skills	<p>Students will demonstrate:</p> <ul style="list-style-type: none"> • Bouncing • Rolling • Kicking • Throwing • Hand-eye coordination • Obstacle Course -“Stop, Drop and Rolling” <p>SW Identify healthy snacks</p>	
Assessments	<ul style="list-style-type: none"> • Graph our favorite fruits and vegetables • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants, partners 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math – tally, graphs 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Red Ribbon Week materials & activity book • Nutrition – Myplate.gov 	
2009 NJCCCS		
<p>Standard: 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle.</p>		
<p>Strand(s): A. Medicines</p>		
<p>Content Statement(s): Medicines come in a variety of forms.</p>		<p>CPI # / CPI(s): 2.3.2.A.1 Explain what medicines are and when some types of medicines are used. 2.3.2. A.2 Explain why medicines should be administered as directed.</p>

Standard: 2.5 Motor Skill Development: All students will utilize safe, effective movement to develop and maintain a healthy, active lifestyle.

Strand(s): A. Movements Skills and Concepts

Content Statement(s): Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

CPI # / CPI(s): 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (ie. Skill practice) and applied settings (ie. Games, sports, etc)

Standard:

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 3	Unit #: 3
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Course or Grade Level: Kindergarten	Length of Time: November / December
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Essential Questions	<ul style="list-style-type: none"> • How do you use a scooter? • How do you play games with others? • How do you balance items? • How do you handle the parachute?
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Content	<ul style="list-style-type: none"> • Scooter exercises and games • Good sportsmanship • Holiday related games • Cooperation • Parachute activities
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Skills	<ul style="list-style-type: none"> • Scooter movements • Running • Balancing
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Assessments	<ul style="list-style-type: none"> • Teacher observations
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Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants, partners, small groups
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Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science
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Lesson resources / Activities	<ul style="list-style-type: none"> • Nutrition – Myplate.gov • Nutrition Bingo
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2009 NJCCCS

Standard: Standard: 2.5 Motor Skill Development: All students will utilize safe, effective movement to develop and maintain a healthy, active lifestyle.

Strand(s): A. Movements Skills and Concepts

Content Statement(s): Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	CPI # / CPI(s): 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (ie. Skill practice) and applied settings (ie. Games, sports, etc)
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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
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Unit Title: Unit 4		Unit #: 4
Course or Grade Level: Kindergarten		Length of Time: January
Essential Questions	<ul style="list-style-type: none"> • How do you eat healthy? • What are some healthy/bad food choices? • How do I handle an emergency? • How do I roll forward and other body positions? 	
Content	<ul style="list-style-type: none"> • Nutrition curriculum • Drug Education & Stranger safety • Basic gymnastic skills and positions 	
Skills	<ul style="list-style-type: none"> • Forward roll, log roll • Roll over Barrel mat forward • Body positions: open pike, closed pike, butterfly, layout, straddle, tuck, rock and roll, table/bridge • Beginning cartwheel, and squat on trapezoid mat 	
Assessments	<ul style="list-style-type: none"> • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants, Modeling 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Reading 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Safety Hero Training (Drug Education) – Pine Hill Police Dept. & Rotary • Myplate.gov 	

2009 NJCCCS

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand(s): A. Movement Skills and Concepts

Content Statement(s): Understanding of fundamental Concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

CPI # / CPI(s): 2.5.A.1 Explain and perform movement skills with developmentally appropriate control in isolated setting and applied settings.

Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand(s): E. Health Services and Information

Content Statement(s): Knowing how to locate health professionals in the home, at school, and in the

CPI # / CPI(s): 2.2.2.E.1 Determine where to access home, school, and community health professionals.

community assists in addressing health emergencies and obtaining reliable information.							
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		CPI # / CPI(s): 2.1.2.E.1 Identify basic social and emotional needs of all people.					
Strand(s): E. Social and Emotional Health		2.1.2. E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.					
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Unit 5		Unit #: 5
Course or Grade Level: Kindergarten		Length of Time: February / March
Essential Questions	<ul style="list-style-type: none"> • How do you hold a jump rope? Turn a jump rope? Jump a jump rope? • How do you dance rhythmically? • How does your heart work? • How do you balance? Stand on one foot? 	
Content	<ul style="list-style-type: none"> • Jump rope lessons on grip, turn, and jumping • Moving in time with music • Jump Rope For Heart • Heart related lessons • Body management skills 	
Skills	<ul style="list-style-type: none"> • Jumping • Timing exercises • Balance on one foot, balance on mat, poly spot and stepping stone 	
Assessments	Teacher evaluation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistance, small groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Health vocab • Science 	
Lesson resources / Activities	<ul style="list-style-type: none"> • American Heart Association Materials– Jump Event • Obstacle Course 	
2009 NJCCCS		
Content Statement: Comprehensive Health and Physical Education		
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Strand(s): D. Advocacy and Service		
Content Statement(s): Service projects provide an opportunity to have a positive impact on the lives of self and others.		CPI # / CPI(s): 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		2.5.4. A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
Strand: Movement Skills and Concepts		

<p>Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>Strand: A. Fitness and Physical Activity</p>	<p>CPI # / CPI(s): 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>2.6.2. A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>
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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Unit 6		Unit #: 6
Course or Grade Level: Kindergarten		Length of Time: March / April / May
Essential Questions	<ul style="list-style-type: none"> • How do you throw a foxtail? • How do you play cooperative games? • How do you run a relay race? • How do you throw a Frisbee? • How do you show you are a good sport (sportsmanship)? 	
Content	<ul style="list-style-type: none"> • Cooperative games • Field Day • Racing instruction • Throwing underhand/overhand foxtails • Gripping and properly throwing Frisbees 	
Skills	<ul style="list-style-type: none"> • Teamwork • Running – Speed • All loco-motor movements • Throwing - Hand-eye coordination 	
Assessments	Teacher evaluation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistance, small groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math skills – adding, perimeter, distance, 50yd dash 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Field Day Map • Field Day student//teacher information packet/flier • Parent volunteers/info packet • Pecentral.com 	
2009 NJCCCS		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient movement to develop and maintain a healthy, active lifestyle.		
Strand(s): C. Sportsmanship, Rules, and Safety		
Content Statement(s): Practicing appropriate and safe behaviors while participating in and viewing games, sports and other complete events contributes to enjoyment of		CPI # / CPI(s): 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship. 2.5.2. C.2 Demonstrate basic activity and safety rules and

the event.		explain how they contribute to moving in a safe environment.					
Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.							
Strand(s): A. Fitness and Physical Activity Content Statement(s): Appropriate types and amounts of physical activity enhance personal health.		CPI # / CPI(s): 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health. 2.6.2. A.2 Explain what means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.6.2. A.3 Develop a fitness goal and monitor progress towards achievement of the goal.					
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Revised: March 23, 2013