

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Physical Education



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: Physical Education	
Course Title: Physical Education	
Grade Level: Kindergarten	
Unit Title	Pacing Guide in Days
Movement/ Rhythm	24 Days (PE is conducted 2 days a week)
Cooperative Games/ Team activities	24 Days (PE is conducted 2 days a week)
Fitness/ Wellness	24 Days (PE is conducted 2 days a week)

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Physical Education	
Unit Title: Movement/Rhythm	Duration: 24 Days (PE is conducted 2 days a week)
Target Course/Grade Level: K	
Introduction/Unit Focus:	
<p>In Kindergarten Physical Education, students begin to explore how their bodies move in fun and healthy ways. Through games, play, and simple activities, children will build the foundation for a lifetime of movement and wellness.</p> <p>Movement Skills and Concepts: Kindergarten students will learn how their bodies can move in different ways like running, jumping, hopping, balancing, and throwing. These movements are called movement skills, and they fall into three types:</p>	

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- Locomotor skills - moving from one place to another (like skipping or galloping)
- Non-locomotor skills - moving in place (like stretching or twisting)
- Manipulative skills - using hands or feet to move objects (like catching or kicking a ball)

Children will also explore movement concepts, such as:

- Spatial awareness: understanding where their bodies are in space
- Body awareness: knowing what their bodies can do
- Qualities of movement: discovering how they move (fast or slow, smooth or sharp) and who or what they move with

These skills help children become more confident movers on land, in water, on snow, ice, or sand.

Physical Fitness: Kindergarteners will begin to understand what it means to be healthy and strong. They will engage in activities that help their hearts, muscles, and bones grow. Through play, they'll learn that moving their bodies helps them feel good, do daily tasks, and have energy to play and learn.

Lifelong Fitness: We want children to enjoy being active now and as they grow. In Kindergarten, students will explore fun ways to stay active every day, like dancing, playing games, or going for walks. The focus is on trying new things, having fun, playing with others, and feeling good after moving, not on winning or being the best.

Nutrition and Healthy Habits: Kindergarteners will also start learning about healthy eating. They will talk about different kinds of foods and how food gives their bodies energy to move and grow. They'll begin to understand how making healthy choices like eating fruits and vegetables and drinking water can help them feel strong and stay healthy.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

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Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the

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challenges and opportunities in an interconnected global economy.”	
Disciplinary Concepts and Core Ideas	
Movement Skills and Concepts	
Cooperative Games/ Team activities	
Lifelong Fitness	
Comprehensive Health and Physical Education Practices	
Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size,

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	sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation

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<p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p>	<ul style="list-style-type: none"> • 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). • 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). • 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
<p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p>	<ul style="list-style-type: none"> • 2.2.5.MSC 5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
<p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	<ul style="list-style-type: none"> • 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- Reading Language Arts:
 - SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
 - SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
 - SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.

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<ul style="list-style-type: none"> ● Science <ul style="list-style-type: none"> ○ K-2 ETS1: Engineering Design ○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. 	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas and Performance Expectations (Identified with Standard Number and statement)	
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Brainstorming can create new, innovative ideas	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).
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	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).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Human needs and desires determine which new tools are developed	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

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	8.2.2.ITH.2: Explain the purpose of a product and its value.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Move safely in personal and general space using different directions, levels, and pathways. ➤ Show smooth movement when combining two or more actions (like jumping and turning). ➤ Change how they move depending on music, sounds, or a partner (like moving slower with soft music or quicker with fast beats). ➤ Use movement skills like hopping, skipping, balancing, and throwing with growing control during games and play. ➤ Use different body parts to balance, carry weight, or travel in different ways (like crawling, sliding, or rolling). ➤ Show changes in energy, speed, or size of a movement (like big jumps vs. little jumps). ➤ Follow the teacher's voice or signals to begin, stop, or change movements. ➤ Try again and fix their movements when given helpful advice or cues. ➤ Explore creative ways to move while listening to music, poems, or stories. ➤ Adjust how they move when things around them change, like a smaller space or new partner.
<p>Unit Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> ➤ How to name basic body parts and understand where the front and back of their body are. ➤ That movement can change when the direction, level, or pathway changes. ➤ That music can change the way we move by using different rhythms, beats, and tempos. ➤ The difference between moving in their own personal space and moving in shared space with others. ➤ That listening to words or watching actions can help improve how they move. ➤ Simple words that describe how we move (like fast, slow, high, low, twist, stretch).
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ➤ How do we move safely when we are playing and learning in the gym? ➤ What is rhythm, and how does it help us move?

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- Why is it important to stay in our own space when we move?
- How should we move when we're playing games or following rules in the gym?

Instructional Plan

- Students will establish a beginning movement vocabulary for body awareness, spatial awareness, effort, and relationships (including direction, level, and time).
- Students will be able to demonstrate and practice motor skills, spatial awareness, laterality, directionality, and visual motor integration that can be applied to a wide range of activities.
- Students will demonstrate positive social and personal behaviors relative to activities.
- Students will be able to demonstrate and practice locomotor, non-locomotor, and manipulative skills before combining them to play more complex games and sports.
- Students will be able to demonstrate the ability to describe and adapt different movement skills and concepts to improve performance.
- Students will explore the elements of dance through creative movement, rhythmic activities with equipment, and social dance as a lifetime physical activity.

Suggested Activities:

- Walking
- Running
- Hopping
- Skipping
- Leaping
- Jumping
- Rhythm sticks
- Parachute play
- Rhythmic locomotor skills
- Movement exploration
- Jump rope
- Hoops
- Playground
- Dance

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities

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- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- Provide visual cues, demonstrations, and modeling for all physical tasks
- Break skills into smaller, sequential steps with guided practice
- Allow peer support or assign a student “buddy” during activities
- Use adapted equipment (lighter balls, larger targets, shorter distances)
- Offer preferential space/positioning for safety and visibility
- Allow additional time for skill practice or game participation
- Provide rest breaks when needed
- Modify activities to reduce physical strain while maintaining participation
- Follow all IEP accommodations and modifications

Students with 504 Plans

- Allow flexible participation options based on physical needs (e.g., walking instead of running)
- Provide adapted equipment when required by the 504 plan
- Offer alternative assignments when full participation is not possible (e.g., scorekeeper, referee, or strategy coach)
- Allow extended time to complete skill demonstrations
- Provide accessible space and safe movement routes during activities

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- Follow all accommodations outlined in the 504 plan
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Students at Risk of Failure

- Offer small-group instruction and extra demonstrations of skills
 - Pair with supportive peers for encouragement and guided practice
 - Provide simplified tasks or reduce the number of required repetitions
 - Reinforce positive participation and effort over performance outcomes
 - Use visuals and step-by-step checklists to reinforce activity rules and routines
 - Allow extra practice opportunities outside of class time
-

Gifted and Talented

- Provide opportunities for student leadership roles (team captain, activity leader)
 - Offer enrichment through advanced skill drills, strategy-based games, or choreography design
 - Encourage independent exploration of new movement patterns or fitness challenges
 - Integrate cross-curricular connections (e.g., math with scoring, science with body movement)
 - Allow choice in activity selection to encourage creativity and self-direction
 - Design differentiated tasks that emphasize higher-level problem solving (e.g., modifying rules to create new games)
-

Multilingual Learners (MLs)

- Use visuals, gestures, and demonstrations instead of relying solely on verbal instructions
 - Pre-teach movement and safety vocabulary with pictures or props
 - Pair with a peer who models and explains directions clearly
 - Provide step-by-step directions with simple language and repetition
 - Label equipment and spaces in both English and home language where possible
 - Allow responses through demonstration instead of requiring verbal answers
-

Diversity and Inclusion

- Incorporate games, dances, and movement activities from diverse cultures
- Use inclusive language that values all students and family structures
- Provide alternative clothing options for participation when cultural or religious needs arise

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- Encourage cooperative games and activities that promote teamwork and respect
- Offer choice in activities to ensure all students feel included and successful
- Establish clear routines and expectations to create a safe and supportive learning environment

Supplemental Resources

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Physical Education

Unit Title: Cooperative Games/ Team activities

Duration: 24 Days

Target Course/Grade Level: K

Introduction/Unit Focus:

In Kindergarten Physical Education, students begin to learn how their bodies move, how to stay active and strong, and how to make healthy choices. Through fun games, movement activities, and simple exercises, children explore how to move safely and with confidence while building healthy habits for life.

Movement Skills and Concepts: Kindergarteners will explore different ways their bodies can move: on land, and eventually even in water, sand, snow, or ice. They will learn basic movement skills in three main categories:

- Locomotor skills (moving from one place to another, like hopping or running)
- Non-locomotor skills (staying in one place, like stretching or balancing)
- Manipulative skills (using hands or feet to move objects, like tossing or kicking a ball)

Students will also begin to understand movement concepts, like:

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- Spatial awareness: knowing where their body is and how to move safely around others
- Body awareness: understanding what their body can do
- Qualities of movement: exploring how their bodies move (fast or slow, strong or gentle) and how to move with other people or objects

These foundational skills help children move with control and confidence in a variety of fun settings like games, dance, and free play.

Physical Fitness: Kindergarten students will begin to understand what it means to be fit and healthy. They will practice moving their bodies in ways that make their hearts, muscles, and bones stronger. Through low, moderate, and high-energy activities, they will learn that physical fitness helps them feel good, have energy, and do everyday things like playing, climbing, or carrying a backpack.

Lifelong Fitness: Students will be introduced to the idea that being active is something they can enjoy now and as they grow. The focus is not on competition, but on fun, friendship, and trying their best. They will learn:

- How to stay active every day through movement games and play
- How to set simple goals (like learning a new game or moving for a certain amount of time)
- That moving their bodies helps them feel better, stay healthy, and avoid injuries

Children will also begin to understand how being active every day can help them feel happy and strong for their whole lives.

Nutrition and Healthy Habits: Kindergarteners will start learning how food gives their bodies the energy they need to move and grow. They will talk about:

- Making healthy food choices (like fruits, vegetables, and drinking water)
- Understanding how different foods affect their bodies
- The importance of eating the right amount, not too much or too little
- How food and exercise work together to keep them healthy

Students will build healthy habits by learning to balance what they eat with how they move, while considering their age and growing bodies.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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Disciplinary Concepts and Core Ideas

Movement Skills and Concepts

Physical Fitness

Lifelong Fitness

Comprehensive Health and Physical Education Practices

<p>Movement Skills and Concepts</p>	<p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).</p>
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	<p>technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>
<p>Focus Standards (Major Standards) https://www.nj.gov/education/cccs</p>	
<p>Core Idea</p>	<p>Performance Expectation</p>
<p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	<ul style="list-style-type: none"> • 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> • 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. • 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. • 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). • 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. • 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
<p>New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs</p>	
<ul style="list-style-type: none"> • Reading Language Arts: 	

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 - C. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - D. Continue a conversation through multiple exchanges.
- Science
 - K-2 ETS1: Engineering Design
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New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

Core Ideas and Performance Expectations (Identified with Standard Number and statement)

There are actions an individual can take to help make this world a better place.	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p>
Brainstorming can create new, innovative ideas	<p>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).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<p>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.GeoGl.2).</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve</p>

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New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Show how to solve problems together during group games and teamwork activities. ➤ Use kind and respectful words when others are not playing nicely. ➤ Help create simple rules with classmates to keep playtime fair and fun. ➤ Practice working together and taking turns in small group activities. ➤ Learn the difference between kind (good) and unkind (bad) choices during play. ➤ Understand that playing cooperatively helps everyone have fun and builds friendships.
<p>Unit Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> ➤ What it means to be a good teammate during games. ➤ That making kind choices helps everyone enjoy the game. ➤ How to use teamwork and cooperation when playing. ➤ That there are good and bad ways to treat others during play.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ➤ What does it mean to be a good sport? ➤ How should we treat others when we play games? ➤ What can you do if someone isn't being kind during a game?

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Instructional Plan

- Students will be able to demonstrate their knowledge by using proper names and rules.
- Students will be able to demonstrate confidence in several forms of physical activity that will enhance performance in sports, skills, and lifetime activities.
- Students will be able to develop knowledge of terminology and rules associated with different activities and games.
- Students will be able to demonstrate qualities of good sportsmanship, leadership, cooperation, responsibility, and safety.

Suggested Activities:

- Circle games
- Games with balls
- Dodging and fleeing
- Scooter games
- Games with beanbags
- Parachute play
- Games with no equipment
- Hula hoops
- Relays
- Games using mats
- Soccer
- Basketball
- Playground
- Football
- Track and field
- Volleyball
- Baseball
- Hockey
- Lacrosse
- Racquet games

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments

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- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- Provide visual cues, demonstrations, and modeling for all physical tasks
 - Break skills into smaller, sequential steps with guided practice
 - Allow peer support or assign a student “buddy” during activities
 - Use adapted equipment (lighter balls, larger targets, shorter distances)
 - Offer preferential space/positioning for safety and visibility
 - Allow additional time for skill practice or game participation
 - Provide rest breaks when needed
 - Modify activities to reduce physical strain while maintaining participation
 - Follow all IEP accommodations and modifications
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Students with 504 Plans

- Allow flexible participation options based on physical needs (e.g., walking instead of running)
 - Provide adapted equipment when required by the 504 plan
 - Offer alternative assignments when full participation is not possible (e.g., scorekeeper, referee, or strategy coach)
 - Allow extended time to complete skill demonstrations
 - Provide accessible space and safe movement routes during activities
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Students at Risk of Failure

- Offer small-group instruction and extra demonstrations of skills
- Pair with supportive peers for encouragement and guided practice

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- Provide simplified tasks or reduce the number of required repetitions
 - Reinforce positive participation and effort over performance outcomes
 - Use visuals and step-by-step checklists to reinforce activity rules and routines
 - Allow extra practice opportunities outside of class time
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Gifted and Talented

- Provide opportunities for student leadership roles (team captain, activity leader)
 - Offer enrichment through advanced skill drills, strategy-based games, or choreography design
 - Encourage independent exploration of new movement patterns or fitness challenges
 - Integrate cross-curricular connections (e.g., math with scoring, science with body movement)
 - Allow choice in activity selection to encourage creativity and self-direction
 - Design differentiated tasks that emphasize higher-level problem solving (e.g., modifying rules to create new games)
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Multilingual Learners (MLs)

- Use visuals, gestures, and demonstrations instead of relying solely on verbal instructions
 - Pre-teach movement and safety vocabulary with pictures or props
 - Pair with a peer who models and explains directions clearly
 - Provide step-by-step directions with simple language and repetition
 - Label equipment and spaces in both English and home language where possible
 - Allow responses through demonstration instead of requiring verbal answers
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Diversity and Inclusion

- Incorporate games, dances, and movement activities from diverse cultures
- Use inclusive language that values all students and family structures
- Provide alternative clothing options for participation when cultural or religious needs arise
- Encourage cooperative games and activities that promote teamwork and respect
- Offer choice in activities to ensure all students feel included and successful
- Establish clear routines and expectations to create a safe and supportive learning environment

Supplemental Resources

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Teacher Notes

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OCEAN ACADEMY CHARTER SCHOOL Unit 3 Overview

Content Area: Physical Education

Unit Title: Fitness/Wellness	Duration: 24 Days
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Target Course/Grade Level: K

Introduction/Unit Focus:

In Kindergarten Physical Education, students begin to explore how their bodies move, how to stay active and strong, and how to make healthy choices. Through games, movement activities, and creative play, children build the foundation for a healthy and active life.

Movement Skills and Concepts

Kindergarten students will discover fun ways to move their bodies on land and in other places like water, sand, snow, and ice. They will learn three main types of movement:

- Locomotor skills - moving from one place to another (like hopping, running, or skipping)
- Non-locomotor skills - moving in place (like twisting, stretching, or bending)
- Manipulative skills - using hands or feet to move objects (like throwing, catching, or kicking a ball)

Students will also explore important movement concepts such as:

- Spatial awareness - knowing where their body is in space and how to move safely around others
- Body awareness - learning what their bodies can do
- Qualities of movement - understanding how they can move (fast or slow, strong or gentle), and how they move with people, music, or objects

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These movement experiences help young learners feel confident, coordinated, and safe while they move and play.

Physical Fitness

Kindergarteners will begin to understand how being active helps their bodies grow strong and healthy. Through fun exercises and movement games, they will learn that physical fitness helps them:

- Move with energy
- Complete everyday activities like climbing, walking, or carrying things
- Stay strong and healthy over time

Activities will include low, moderate, and high-energy movement to help students feel the difference in how their bodies work.

Lifelong Fitness: Students will be introduced to the idea that being active every day is important for their whole life. They will learn that:

- Moving their bodies can make them feel happy and healthy
- Being active doesn't mean competing, it means trying their best, playing fair, and having fun
- Working together, following simple goals, and making movement a habit will help them stay active as they grow

The focus is on enjoying movement through games, dancing, and outdoor play—activities children can do now and continue to enjoy as they get older.

Nutrition and Healthy Habits: Kindergarten students will begin learning that food is fuel for their bodies. They will explore how eating healthy foods helps them:

- Have energy to play, learn, and grow
- Make strong muscles and bones
- Stay healthy and feel good

They will learn the importance of eating fruits, vegetables, whole grains, and drinking water, as well as how eating too many sugary or fatty foods can affect their bodies. Students will also start to understand how food choices and physical activity work together to keep them healthy every day.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in

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kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Movement Skills and Concepts

Physical Fitness

Lifelong Fitness

Comprehensive Health and Physical Education Practices

Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

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Nutrition	Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation

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<p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p>	<ul style="list-style-type: none"> • 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. • 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
<p>Personal and community resources can support physical activity.</p>	<ul style="list-style-type: none"> • 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
<p>Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.</p>	<ul style="list-style-type: none"> • 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

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Knowledge and Skills

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Unit Learning Targets (Objectives):

Students will be able to...

- Notice how their bodies feel during exercise, such as faster breathing, warm skin, or a beating heart.
- Join in activities that help them move in different ways and build strength, balance, and endurance.
- Recognize when their heart is beating fast or slow before, during, and after movement.
- Learn about different types of movement (like running or jumping) and how each helps different parts of the body stay healthy.

Unit Enduring Understandings:

Students will know...

- That moving their bodies every day helps them stay strong, happy, and healthy.
- That not moving enough (or too much) can sometimes make their bodies feel tired or not work their best.

Unit Essential Questions:

- Why is it important to move your body every day?
- How do our bodies change when we move a lot?
- What happens to your heart when you exercise?
- How does moving your body help keep you healthy?

Instructional Plan

- Students will demonstrate an understanding that physical fitness is a component of healthful living.
- Students will develop and attain a personal fitness goal to improve performance.
- Students will be able to demonstrate an appropriate development of strength, endurance, flexibility, and cardiovascular endurance in fitness activities.
- Students will demonstrate flexibility, endurance, and strength through different types of exercise.
- Students will participate in appropriate physical fitness exercises.

Suggested Activities:

- Circuit training
- Aerobic endurance
- Flexibility
- Upper body
- Abdominal strength
- Agility and Speed
- Playground

Evidence of Student Learning

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Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
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- Offer alternative assignments when full participation is not possible (e.g., scorekeeper, referee, or strategy coach)
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Supplemental Resources

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