

Kindergarten Physical Education Curriculum

Unit: Movement Skills and Concepts		Time: September- June	Standards:
Essential Questions <ul style="list-style-type: none">• What are some different ways I can move?• How can I move safely?• How can I get better at new skills?	Enduring Understandings <ul style="list-style-type: none">• I can use my body in different ways to move.• I can move while staying in one place and while moving from one place to another .• I can move in different ways using equipment.• I can change the way I am moving when someone tells me how to move better.	2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).	
		2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well as transferring body weight (e.g., stretching, bending, twisting, curling).	
		2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.	
		2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).	
		2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.	
Benchmark Assessment(s) ➤ Students will use personal and general space and respond to changes in tempo while doing a variety of dances and rhythmic activities. ➤ Students will perform all of the skills listed below in a variety of activities including mirroring activities, relays, tag games, dances and stations. For example, while students are doing the Chicken Dance, the teacher can observe students using a variety of teacher-directed locomotor skills throughout the activity. As students are playing, the teacher will provide feedback to help students correct movement errors. <u>Skills:</u> walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake,move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Performance tasks✓ Self-check	
		Materials <ul style="list-style-type: none">• Parachute• Yarn Balls• Cones• Poly-spots• Scooters• Lines• Beanbags• Jump Ropes• Music• Balls• Balloons	

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SUGGESTED ACTIVITIES	
<ul style="list-style-type: none"> Travel to music using the locomotor movement the teacher calls out. They find self-space when music stops Move either fast or slow to a new square within a large marked off area. Give a second signal that tells them they should be on a square Tag games Stations Dances such as Chicken Dance, Hokey Pokey, 7 Jumps Follow the leader Mirroring activities Relays Find a partner and make the same shape at the signal Travel and then freeze in a specified shape at your signal Practice throwing, volleying, bouncing and catching a ball or balloon Practicing dribbling soccer ball Practice dribbling using a pillo polo stick Use jump ropes to make the shape of a symmetrical or asymmetrical letter or number Move over, through, and around a hoop Use hoops or poly spots to help students define self-space Follow the Leader – Partners take turns being the leader. Walk in different ways and directions Animal walks: penguin, crab, gorilla, frog, elephant... 	REINFORCEMENT
	<ul style="list-style-type: none"> Peer to Peer practice Modify equipment: increase size of ball, decrease weight of ball Decrease distance to target Increase size of target
	ENRICHMENT
	<ul style="list-style-type: none"> Demonstrate the skill to peers Modify equipment: decrease size of ball, increase weight of ball Increase distance to target Decrease size of target
Suggested Websites <ul style="list-style-type: none"> https://openphysed.org/ https://www.gonoodle.com/ www.pecentral.com www.pelink4u.com www.pedigest.com 	
Cross-Curricular Connections 21st Century Skills: 9.1.4.G.1 (understanding the value of respecting equipment due to cost) CR/LS/KS- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CT.2: Identify possible approaches and resources to execute a plan SEL: Relationship skills- Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others Math: K.CC.A Know number names and the count sequence.	

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Unit: Large Group Games		Time: September-June	Standards:
Essential Questions <ul style="list-style-type: none"> Why are rules important? How can I be kind when I am playing active games? How can I be helpful when playing games? 	Enduring Understandings <ul style="list-style-type: none"> I will follow the rules so the game is fair and everyone stays safe. I will show kindness by using encouraging words, high fives, elbow bumps, by helping others and following the rules of the game. I will help my team be successful by following the rules, by being kind and by playing to the best of my ability. 	<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> <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.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p>	
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ Students will use teamwork, cooperation, and appropriate behaviors, safety rules and sportsmanship in games like relays, parachute games, Builders and Bulldozers, and jump rope activities. ➤ Students will complete an exit slip regarding what they did to show kindness during physical activity. They can circle kind words, high five, fist bump, follow rules. 		Other Assessments <ul style="list-style-type: none"> ✓ Teacher observation ✓ Performance tasks ✓ Self-check 	Materials <ul style="list-style-type: none"> Cones Poly-spots Balls Balloons Lines Beanbags Yarn Balls Jump Ropes Scooters Parachute Music Ipod
SUGGESTED ACTIVITIES			
<ul style="list-style-type: none"> Relays Parachute Games Builders and Bulldozers (Planter/Harvesters) Jump rope activities (long ropes) Ghostbusters Soccer Game Sharks and Minnows (Touching Lines) Veggie Monster 		REINFORCEMENT <ul style="list-style-type: none"> Peer to Peer practice Modify equipment Decrease distance to target Increase size of target Increase number of attempts allowed Increase amount of time allowed 	

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	<div>ENRICHMENT</div> <ul style="list-style-type: none">● Peer teach/coach, demonstrate to class● Increase distance to target● Decrease size of target● Modify activity (only use one hand/foot, use non-dominant hand/foot)
<div>Suggested Websites</div> <ul style="list-style-type: none">● https://openphysed.org/● https://www.gonoodle.com/● www.pecentral.com● www.pelink4u.com● www.pedigest.com	
<div>Cross-Curricular Connections</div> <p>21st Century Skills: 9.1.4.G.1 (understanding the value of respecting equipment due to cost)</p> <p>CR/LS/KS-</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan</p> <p>SEL: Relationship skills- Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others</p> <p>Math: K.CC.A Know number names and the count sequence.</p>	

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Unit: Fitness and Physical Activity		Time: September-June	Standards:
Essential Questions <ul style="list-style-type: none">● What is physical activity?● Why is physical activity important?● What does it mean to be physically fit?● What are some different ways I can be active?● How does physical activity make me feel?● How can I be active when I am not at school?	Enduring Understandings <ul style="list-style-type: none">● I will explain that physical activities are ones for which I am moving my body.● I will explain that being active helps me have a healthier heart, strong muscles and strong bones.● I can explain that fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles).● I will do activities that make my heart beat a little bit faster and really fast.● I will do activities that help me stretch and move my body in different ways.● I will list some ways I can be active outside of school.	2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).	
		2.2.2.PF.2: Explore how to move different body parts in a controlled manner.	
		2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).	
		2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.	
		2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.	
		2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).	
		2.2.2.LF.4: Identify physical activities available outside of school that are in the community.	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Students will demonstrate at least one physical activity that will develop each component of fitness. Cardio activities could include any locomotor skill (running, jumping, hopping), jumping rope, etc. Muscle strength/endurance activities could include push-ups, curl-ups, planks, etc. Flexibility activities could include any stretch or yoga pose.➤ When given a list of activities, students will correctly identify whether an activity is a sedentary activity or an active one. For example, students will be directed to jump up and down when an active activity is called out or to sit when a sedentary is called out.		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Performance tasks✓ Self-check	
		Materials <ul style="list-style-type: none">● Parachute● Playing cards● Fitness Dice● Dice	

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- When asked, students will verbally tell the teacher at least one benefit of physical activity (e.g., healthy heart, strong bones, strong muscles, more energy, better sleep).
- Students will demonstrate a variety of movements that use balance and flexibility.
- On an exit slip, students will indicate how much they enjoy physical activity by circling an emoji.
- In a class discussion, students will list ways/places they can be active outside of school (park, skating rink, backyard, organized sports, trampoline park, hiking, fishing, dance, gymnastics, etc.)

- Yarn Balls
- Cones
- Poly-spots
- Beanbags
- Jump Ropes
- Scooters
- Music
- Balls
- Balloons

SUGGESTED ACTIVITIES

- Fitness stations
- Fitness-focused warm-up activities (fitness dice, fitness relays)
- Fitness re-entry tasks
- Fitness super heroes
- Fitness dice
- Tag games with fitness activity to perform when tagged
- Slow, medium, fast laps
- Physical activity benefits relay
- Activity calendars with different days focusing on different components of fitness

REINFORCEMENT

- Peer to Peer practice
- Decrease number of repetitions
- Modify activities (e.g., wall push-ups, knee push-ups, partial curl-ups)
- Place jump rope on floor

ENRICHMENT

- Peer teach/coach, demonstrate to class
- Increase number of repetitions
- Modify activities to make more challenging (e.g., ball push-ups, clap push-ups, curl-ups with feet up)
- Increase size or weight of jump rope

Suggested Websites

- <https://openphysed.org/>
- <https://www.gonoodle.com/>
- www.pecentral.com
- www.pelink4u.com
- www.pedigest.com

Cross-Curricular Connections

21st Century Skills: 9.1.4.G.1 (understanding the value of respecting equipment due to cost)

CR/LS/KS-

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

SEL: Relationship skills- Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

Math: K.NBT.A.1 Read and write numerals and represent a number of objects with a written numeral.

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