

# Kindergarten Physical Education Curriculum

<b>Unit: Movement Skills and Concepts</b>		<b>Time: September- December</b>	<b>Standards:</b> 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, dance, and recreational activities).  2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.  2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical styles.  2.5.2.A.4 Correct movement errors in response to feedback and explain how the change improves performance.  2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• What are some different ways you can move?</li> <li>• Why is moving in many different ways important?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Students will move in a variety of directions, levels, using efforts, personal and general space, and visual and verbal cues.</li> <li>• Students will use different movements in various games and activities.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical styles</li> <li>• Students will walk, run, leap, jump, hop, skip, slide and gallop.</li> <li>• Students will bend, twist, pull, push, stretch, swing, sway, turn, and shake.</li> <li>• Students will move forward, backward, sideways, up and down.</li> <li>• Students will throw an object overhand and underhand.</li> <li>• Students will bounce, catch and volley a ball or balloon.</li> </ul>		
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ While doing a variety of dances and rhythmic activities, teacher will observe students using personal and general space and responding to changes in tempo. (2.5.2.A.2, 2.5.2.A.3)</li> <li>➤ Using a rubric and checklist, teacher will observe students performing 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. Teacher will also observe students moving safely. As students are playing, teacher will provide feedback to help students correct movement errors. (2.5.2.A.1, 2.5.2.C.2, 2.5.2.A.4)</li> </ul> <p><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</p>		<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Teacher observation</li> <li>✓ Performance tasks</li> <li>✓ Self-check</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>• Parachute</li> <li>• Yarn Balls</li> <li>• Cones</li> <li>• Poly-spots</li> <li>• Scooters</li> <li>• Lines</li> <li>• Beanbags</li> <li>• Jump Ropes</li> <li>• Music</li> <li>• Ipod</li> <li>• Balls</li> <li>• Balloons</li> </ul>

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## SUGGESTED ACTIVITIES

- 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.
- 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 carpet squares 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

- Peer to Peer practice
- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target

### ENRICHMENT

- 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

- <https://openphysed.org/>
- <https://www.gonoodle.com/>
- [www.pecentral.com](http://www.pecentral.com)
- [www.pelink4u.com](http://www.pelink4u.com)
- [www.pedigest.com](http://www.pedigest.com)

### Cross-Curricular Connections

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

**Technology:** 8.1.2.A.1 (pedometers, clock, iPad)

**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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<b>Unit: Large Group Games</b>		<b>Time: January-April</b>	<b>Standards:</b> 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movements activities  2.5.2.B.2 Explain the difference between offense and defense  2.5.2.B.3 Determine how attitude impacts physical performance.  2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.  2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.  2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• What does teamwork look like and sound like?</li> <li>• How can we maximize safety and enjoyment when playing with others?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Students will use teamwork characterized by encouraging words, high fives, elbow bumps, and helping others.</li> <li>• Students will relate attitude (how much they like an activity) and physical effort (how hard they try).</li> <li>• Students will explain what it means to demonstrate good sportsmanship.</li> <li>• Students demonstrate safety through better awareness of themselves and others.</li> </ul>	<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Teacher observation</li> <li>✓ Performance tasks</li> <li>✓ Self-check</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Poly-spots</li> <li>• Balls</li> <li>• Balloons</li> <li>• Lines</li> <li>• Beanbags</li> <li>• Yarn Balls</li> <li>• Jump Ropes</li> <li>• Scooters</li> <li>• Parachute</li> <li>• Music</li> <li>• Ipod</li> </ul>	
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ Using a checklist and rubric, teacher will observe students using teamwork, cooperation, and appropriate behaviors, safety rules and sportsmanship in games like relays, parachute games, Builders and Destroyers, and jump rope activities. (2.5.2.B.1, 2.5.2.B.2, 2.5.2.B.4, 2.5.2.C.1, 2.5.2.C.2)</li> <li>➤ Students will complete an exit slip regarding their enjoyment of various activities and how hard they tried. Students will circle a smiley face, a straight face or a sad face on the exit slip to indicate their levels of enjoyment and effort. (2.5.2.B.3 )</li> </ul>			

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## SUGGESTED ACTIVITIES

- Relays
- Parachute Games
- Builders and Destroyers
- Jump rope activities (long ropes)
- Ghostbusters Soccer Game
- Sharks and Minnows (Touching Lines)
- Veggie Monster

### REINFORCEMENT

- Peer to Peer practice
- Modify equipment
- Decrease distance to target
- Increase size of target
- Increase number of attempts allowed
- Increase amount of time allowed

### ENRICHMENT

- 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)

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<b>Unit: Fitness and Physical Activity</b>		<b>Time: April-June</b>	<b>Standards:</b>
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>● What are the components of fitness?</li> <li>● What are “GO” activities?</li> <li>● What are the benefits (good things that happen) when people are active?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Students will explain that GO activities are ones for which the body is moving.</li> <li>● Students will explain that being active results in having a healthier heart and strong muscles.</li> <li>● Students will 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).</li> <li>● Students will engage in activities that develop each component of fitness.</li> </ul>	<p>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> <p>2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.</p>	
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ 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. Teacher will use a checklist to track student achievement. (2.6.2.A.1, 2.6.2.A.3)</li> <li>➤ 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. (2.6.2.A.1)</li> <li>➤ 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). (2.6.2.A.2)</li> </ul>			<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Teacher observation</li> <li>✓ Performance tasks</li> <li>✓ Self-check</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>● Parachute</li> <li>● Playing cards</li> <li>● Fitness Dice</li> <li>● Dice</li> <li>● Yarn Balls</li> <li>● Cones</li> <li>● Poly-spots</li> <li>● Lines</li> <li>● Beanbags</li> <li>● Jump Ropes</li> <li>● Scooters</li> <li>● Pedometers</li> <li>● Music</li> <li>● Ipod</li> <li>● Balls</li> <li>● Balloons</li> </ul>

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## SUGGESTED ACTIVITIES

- Fitness stations
- Fitness-focused warm-up activities (fitness dice, fitness relays)
- Fitness re-entry tasks for tag games (e.g., 5 push-ups when tagged)
- Setting goals with number of jumps in a rope, steps with a pedometer, number of laps in a given time

### 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

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