

Course Name:	Physical Education - Kindergarten		
Description:	An introduction to basic physical health, including fitness concepts, locomotor and manipulative skills, motor concepts, and social interaction	NASPE Standards: •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Rope Hula Hoop and Noodle Exploration - 2 Weeks Scooters - 2 (Seperate) Weeks Parachute - 2 (Seperate) Weeks	1, 3, 4, and 5	The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	7 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Kicking - 2 Weeks Dribbling with Hands - 1 Week	1 and 4	The students will be able to demonstrate the difference between a toss and a throw. The students will be able to catch a large ball from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score.
Motor Skills and Concepts	13 Weeks Body and Space Awareness - 2 Weeks Locomotor Movements - 2 Weeks Balancing - 2 Weeks Chasing, Fleeing and Dodging - 2 Weeks Transferring Weight/Tumbling - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 4, and 5	The students will be able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Teamwork and Social Interaction	2 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week	3, 4, and 5	The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.
Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	3, 4, and 5	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 8 Weeks
Standard(s): 1, 3, 4, and 5	Outcomes: The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What is fitness? Why is it important that we are physically active? How does jump roping improve fitness? How does hula hooping improve fitness? How does playing on a scooter improve fitness? How does playing with the parachute improve fitness?	Learning Targets: Importance of Exercise Healthy vs Unhealthy Foods List of Physical Activities Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Heart Rate Energy
Lesson Frame: Definition and the Importance of Fitness	I can explain that physical activity is important for good health. (S5.E1.K)
Lesson Frame: Effects of Exercise on the Heart and Breathing	I can explain that when I move fast, my heart beats faster and I breathe faster. (S3.E3.K)
Lesson Frame: Importance of Food and How It Provides Energy	I can explain that food provides energy for physical activity. (S3.E6.K)
Lesson Frame: Exploring Different Options for Physical Activity	I can identify physical activities that are enjoyable. (S5.E3.Kb) I can identify active play opportunities outside physical education class. (S3.E1.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Jump Rope, Hula Hoop and Noodle Exploration	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Short Rope Jumping Long Rope Jumping

Lesson Frame: Jump Rope Exploration	I can participate actively in physical education class. (S3.E2.K) I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Introduction to Short and Long Rope Jumping	I can execute a single jump with self-turned rope. (S1.E27.Ka) I can jump a long rope with teacher-assisted turning. (S1.E27.Kb) I can acknowledge that some physical activities are challenging/difficult. (S5.E2.K)
Lesson Frame: Hula Hoop Exploration	I can participate actively in physical education class. (S3.E2.K) I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Noodle Exploration	I can participate actively in physical education class. (S3.E2.K) I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Scooters	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Scooter Rules	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Scooter Play	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Parachute	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

Lesson Frame: Parachute Play	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 7 Weeks
Standards: 1 and 4	Outcomes: The students will be able to demonstrate the difference between a toss and a throw. The students will be able to catch a large ball from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score.
Essential Questions: What are the key steps to tossing? What are the key steps to throwing? How do we adjust when catching a smaller object? Bigger object? What is striking? How does kicking to pass differ from kicking to score? What is important to remember when we dribble?	Learning Targets: Tossing to a Target Catching a Large Ball from the Teacher Striking with Body Parts Kicking to Pass vs. Kicking to Score
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Tossing Throwing Catching Opposition
Lesson Frame: Tossing	I can toss with opposite foot forward. (S1.E13.K)
Lesson Frame: Catching	I can catch a large ball tossed by a skilled thrower. (S1.E16.Kb) I can drop and catch a ball before it bounces twice. (S1.E16.Ka)
Lesson Frame: Throwing	I can share equipment and space with others. (S4.E4.K)
Performance Tasks: Tossing, Throwing and Catching Skill Check	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Striking
Lesson Frame: Striking with Body Parts	I can volley a balloon, sending it upward. (S1.E22.K)
Lesson Frame: Striking with Short-Handled Implements	I can strike a light-weight object with a paddle or short-handled racket. (S1.E24.K)
Lesson Frame: Striking with Long-Handled Implements	I can share equipment and space with others. (S4.E4.K)
Performance Tasks: Striking Skill Observation	Notes:

Topic 3: Kicking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Kicking to Pass Kicking to Score Dribbling
Lesson Frame: Kicking to Pass	I can tap a ball, using the inside of the foot, sending it forward. (S1.E18.K)
Lesson Frame: Kicking to Score	I can kick a stationary ball from a stationary position. (S1.E21.K)
Lesson Frame: Trapping	I can share equipment and space with others (S4.E4.K)
Performance Tasks: Kicking Skill Check	Notes:
Topic 4: Dribbling with Hands	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling
Lesson Frame: Introduction to Dribbling	I can dribble a ball with one hand, contacting at least 2 times in a row. (S1.E17.K)
Lesson Frame: Dribbling Games	I can follow instructions and directions when prompted. (S4.E3.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 13 Weeks
Standards: 1, 2, 4, and 5	Outcomes: The students will be able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Essential Questions: Why is it important to move safely throughout the gym? What is a locomotor movement? What are some different ways to use the skill of balancing? When do we use the skills of chasing, fleeing and dodging? Why is rolling such a great physical activity? What are the benefits of dance?	Learning Targets: Gallop Skip Jump Hop Balance on One Foot Roll Sideways
Topic 1: Body and Space Awareness	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Personal Space General Space Pathways
Lesson Frame: Moving in the Gym Safely	I can tell the difference between movement in personal and general space. (S2.E1.Ka) I can travel in general space with different speeds. (S2.E3.K)
Lesson Frame: Body Part Identification	I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Directions	I can form wide, narrow, curled and twisted body shapes. (S1.E7.Kb) I can travel in three different pathways. (S2.E2.K)
Performance Tasks: Far Away Test	Notes:
Topic 2: Locomotor Movements	Length: 2 Weeks

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Locomotor Movements Skipping Jumping Hopping Gallop
Lesson Frame: Introduction to Locomotor Movements	I can perform locomotor skills while maintaining balance. (S1.E1.K)
Lesson Frame: Skipping and Gallop	I can perform locomotor skills while maintaining balance. (S1.E1.K)
Lesson Frame: Jumping vs. Hopping	I can jump and land with balance. (S1.E3.K)
Performance Tasks: Locomotor Skill Check	Notes:
Topic 3: Balancing	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Balance
Lesson Frame: Balancing On Body Parts	I can remain still on different bases of support. (S1.E7.Ka) I can acknowledge that some physical activities are challenging or difficult. (S5.E2.K)
Lesson Frame: Balancing on Apparatus	I can remain still on different bases of support. (S1.E7.Ka) I can acknowledge that some physical activities are challenging or difficult. (S5.E2.K)
Lesson Frame: Balancing Objects on Body Parts	I can acknowledge that some physical activities are challenging or difficult. (S5.E2.K)
Performance Tasks: Balancing Skill Check	Notes:
Topic 4: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Chasing Fleeing Dodging
Lesson Frame: Introduction to Chasing and Fleeing	I can follow directions in group settings. (S4.E1.K) I can identify physical activities that are enjoyable. (S5.E3.Ka)

Lesson Frame: Chasing and Fleeing Games	I can follow directions in group settings. (S4.E1.K) I can identify physical activities that are enjoyable. (S5.E3.Ka)
Lesson Frame: Introduction to Dodging	I can follow directions in group settings. (S4.E1.K) I can identify physical activities that are enjoyable. (S5.E3.Ka)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: Transferring Weight/Tumbling	Length: 3 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Flexibility Rolling
Lesson Frame: Gymnastic Balances	I can tell the difference between curling and stretching. (S1.E10.K)
Lesson Frame: Exploring Flexibility	I can tell the difference between curling and stretching. (S1.E10.K)
Lesson Frame: Log, Pencil, and Egg Rolls	I can roll sideways in a narrow body shape. (S1.E9.K)
Lesson Frame: Forward Rolls	I can roll sideways in a narrow body shape. (S1.E9.K)
Performance Tasks: Rolling Skill Check	Notes:
Topic 6: Rhythms and Dance	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Rhythm
Lesson Frame: Moving to an 8 Count	I can move in personal space to a rhythm. (S2.E1.Kb)
Lesson Frame: Traditional Dances	I can move in personal space to a rhythm. (S2.E1.Kb)
Lesson Frame: Teacher Developed Dances	I can perform locomotor skills in response to teacher-led creative dance. (S1.E5.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 2 Weeks
Standards: 3, 4, and 5	Outcomes: The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.
Essential Questions: Why is Physical Education important?	Learning Targets: Game Play with Peers
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Physical Education Protocols
Lesson Frame: Classroom Rules and Protocols	I can recognize protocols for class activities. (S4.E5.K) I can follow directions in group settings. (S4.E1.K)
Lesson Frame: Acquaintance Activities	I can discuss the enjoyment of playing with friends. (S5.E3.Kb) I can take responsibility for behavior when prompted. (S4.E2.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can participate actively in physical education class. (S3.E2.K) I can follow instructions and directions when prompted. (S4.E3.K) I can discuss the enjoyment of playing with friends. (S5.E3.Kb)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 3, 4, and 5	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can participate actively in physical education class (S3.E2.K) I can follow instructions and directions when prompted (S4.E3.K) I can discuss the enjoyment of playing with friends (S5.E3.Kb) I can follow teacher directions for safe participation of equipment with minimal reminders (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics Read and Run
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:

Lesson Frame: Favorite Activities	I can participate actively in physical education class. (S3.E2.K) I can follow instructions and directions when prompted. (S4.E3.K) I can discuss the enjoyment of playing with friends. (S5.E3.Kb) I can follow teacher directions for safe participation of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: TBD Depending on the Holiday	I can participate actively in physical education class. (S3.E2.K) I can follow instructions and directions when prompted. (S4.E3.K) I can discuss the enjoyment of playing with friends. (S5.E3.Kb)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities