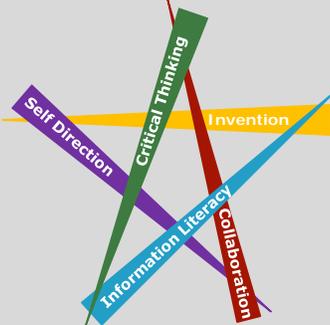


**Curriculum Development Course at a Glance  
Planning for Kindergarten Physical Education**

Content Area	Physical Education	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Demonstrate body and spatial awareness through safe movement	PE09-GR.k-S.1-GLE.1	
	2. Locate the major parts of the body	PE09-GR.k-S.1-GLE.2	
2. Physical and Personal Wellness	1. Understand that physical activity increases the heart rate, making the heart stronger	PE09-GR.k-S.2-GLE.1	
3. Emotional and Social Wellness	1. Demonstrate respect for self, others, and equipment	PE09-GR.k-S.3-GLE.1	
	2. Demonstrate the ability to follow directions	PE09-GR.k-S.3-GLE.2	
4. Prevention and Risk Management	1. Expectations for this standard are integrated into the other standards at this grade level.		

<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>	 
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Playing Nice In The Sand Box	4-6 Weeks	1
You've Got To Move It, Move It	20-24 Weeks	2
Healthy Heart, Happy Person	4-6 Weeks	3

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

<b>Unit Title</b>	Playing Nice In The Sand Box		<b>Length of Unit</b>	4-6 Weeks
<b>Focusing Lens(es)</b>	Social Responsibility	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.K-S.3-GLE.1 PE09-GR.K-S.3-GLE.2	
<b>Depth of Knowledge (Inquiry Questions/Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Why is sharing sometimes difficult? (PE09-GR.K-S.3-GLE.1-EO.a;IQ.1)</li> <li>What would equipment look like if we didn't take care of it? (PE09-GR.K-S.3-GLE.1-EO.d;IQ.3)</li> </ul>			
<b>Physical Education Standards Addressed</b>	<ul style="list-style-type: none"> <li>Emotional and Social Wellness – Standard 3</li> </ul>			
<b>Concepts</b>	Awareness of self and others; listening; building a foundation; following class procedures; equipment management; respect; responsibility; safety; sharing; kind actions			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions/Statements</b>	
	<b>Factual</b>	<b>Conceptual</b>
Building a foundation through respect and responsibility promotes kind actions in all activities.	Name two actions that demonstrate respect.	Why is it important to show responsibility in all environments?
Awareness of self and others is apparent when listening and sharing take place.	Name two feelings that you have when someone asks you to play with them.	How can you be a good listener while someone is talking?
Following class procedures establish effective equipment management while creating a safe environment.	What is one class procedure in physical education?	What does a safe environment look like?

**Curriculum Development Overview  
Unit Planning for Kindergarten Physical Education**

**Evidence Outcomes (Key Skills):**

My students will be able to **(Do)**...

- Follow a simple series of instructions for an activity (PE09-GR.K-S.3-GLE.2-EO.b)
- Demonstrate the characteristics of sharing (PE09-GR.K-S.3-GLE.1-EO.a)
- Help manage equipment (PE09-GR.K-S.3-GLE.1-EO.d)
- Speak at appropriate times (PE09-GR.K-S.3-GLE.2-EO.c)
- Follow established class protocols (PE09-GR.K-S.3-GLE.2-EO.d)
- Move specified body parts in response to a variety of sensory cues such as auditory or visual (PE09-GR.K-S.1-GLE.2-EO.a)
- Start and stop on an auditory or visual signal (PE09-GR.K-S.3-GLE.2-EO.a)
- Participate as a leader and follower(PE09-GR.K-S.3-GLE.1-EO.c)

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

**Physical Education Objective/Learning Target:**

Learn and follow class procedures which allow for a safe and enjoyable environment for everyone.

**The Student Will.....**

**Academic Vocabulary:**

Respect, responsible, safety, management, demonstrate, listening

**Technical Vocabulary:**

Equipment, awareness of self and others

**Instructional Resources:**

- SPARK-K.2
  - Building a Foundation-Pg. 5-7, 9-11, 13-15
  - ASAP – Pg. 1-2, 3-4
- SPARKFolio – K.2
  - Building a Foundation Task Cards
  - ASAP Task Cards
- Children Moving

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

	<ul style="list-style-type: none"><li>○ Space Awareness 254-258</li></ul>
<b>Appendix K</b>	<ul style="list-style-type: none"><li>● <b>Kindergarten Pre-Post Test- K-1 (To be administered Fall and Spring)</b></li><li>● <b>Kindergarten Cooperation Rubric- K-2</b></li><li>● <b>Kindergarten Expectations Rubric- K-3</b></li></ul>

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

<b>Unit Title</b>	You've Got To Move It, Move It		<b>Length of Unit</b>	20-24 Weeks
<b>Focusing Lens(es)</b>	Moving Safely	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.K-S.1-GLE.1 PE09-GR.K-S.1-GLE.2 PE09-GR.K-S.3-GLE.1	
<b>Depth of Knowledge (Inquiry Questions/Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• When moving in a group, how do you keep from bumping into each other? (PE09-GR.K-S.1-GLE.1-EO.f,g;IQ.3:RA.2;N.1)</li> <li>• Why is it easier to move in the same direction in which a group is moving than to move against the group? (PE09-GR.K-S.1-GLE.1-EO.f;IQ.4;RA.2;N.1)</li> <li>• Why is a certain amount of space needed between members of a group while the group is moving? (PE09-GR.K-S.1-GLE.1-EO.g;IQ.1,3,4;RA.2;N.2)</li> </ul>			
<b>Physical Education Standards Addressed</b>	<ul style="list-style-type: none"> <li>• Movement Competence and Understanding – Standard 1</li> <li>• Emotional and Social Wellness – Standard 3</li> </ul>			
<b>Concepts</b>	Spatial awareness; comparison; identification; safety; creativity; applying knowledge and skill; demonstration; synchronicity; imitation, locomotion, movement, patterns, pathways, levels, traveling			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions/Statements</b>	
	Factual	Conceptual
Demonstrating spatial awareness creates a safe environment in all activities.	How many people should be in a space at one time?	How would you create your own space? Explain.
Variation of movement patterns will lead to a more responsible mover traveling through space.	What are four locomotor skills?	Where can you find different movement patterns in our environment?
Identification of different pathways and levels while performing similar movements demonstrates variation.	What are three different pathways?	Demonstrate your favorite locomotor movement at different levels and speeds.

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

**Evidence Outcomes (Key Skills):**

My students will be able to **(Do)**...

- Move synchronously with others (PE09-GR.K-S.1-GLE.1-EO.f)
- Participate in chase-and-flee activities that include various spatial relationships (PE09-GR.K-S.1-GLE.1-EO.g)
- Identify body planes such as front, back, and side (PE09-GR.K-S.1-GLE.2-EO.b)
- Travel within a large group without bumping into others or falling, while using a variety of locomotor skills (PE09-GR.K-S.1-GLE.1-EO.a)
- Demonstrate contrasts between slow and fast speeds while using locomotor skills (PE09-GR.K-S.1-GLE.1-EO.b)
- Move in opposite and alternating directions (PE09-GR.K-S.1-GLE.1-EO.e)
- Travel in straight, curved and zigzag pathways (PE09-GR.K-S.1-GLE.1-EO.d)
- Play without interfering with others (PE09-GR.K-S.3-GLE.1-EO.e)
- Create shapes at high, medium, and low levels by using hands, arms, torso, feet and legs in a variety of combinations (PE09-GR.K-S.1-GLE.1-EO.c)

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

**Physical Education Objective/Learning Target:**

be able to move around others in a way that shows different movement styles while being safe.

**The Student Will.....**

**Academic Vocabulary:**

Identify, participate, create, contrast, curves, zigzag, pathways, front, back, side, high, medium, low

**Technical Vocabulary:**

Body planes, travel, locomotor movements, opposition, alternately, synchronously, chase-and-flee, torso, auditory signals, visual signals

**Instructional Resources:**

- SPARK-K.2
  - Building a Foundation v-vii, 1-24, 29-45
  - Jumping Pg. 1-12
- SPARKFolio – K.2
  - Building a Foundation Task Cards
  - ASAP Task Cards
  - Jumping Task Cards

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

	<ul style="list-style-type: none"><li>• Children Moving<ul style="list-style-type: none"><li>○ Space Awareness (17) Pg. 258-264</li><li>○ Relationships (18) Pg. 296-298</li><li>○ Traveling (19) Pg. 305-331</li><li>○ Chasing, Fleeing and Dodging (20) Pg. 332-348</li></ul></li></ul>
<b>Appendix K</b>	<ul style="list-style-type: none"><li>• <b>Direction -Level s-Pathways Student Tracking Excel Sheet- K-4</b></li><li>• <b>Locomotor Student Tracking Excel Sheet- K-5</b></li><li>• <b>Levels and Planes Rubric- K-6</b></li><li>• <b>Locomotor Rubric- K-7</b></li><li>• <b>Pathways Rubric- K-8</b></li><li>• <b>Spatial Awareness Rubric- K-9</b></li></ul>

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

<b>Unit Title</b>	Healthy Heart, Happy Person		<b>Length of Unit</b>	4-6 Weeks
<b>Focusing Lens(es)</b>	Heart Awareness	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.K-S.2-GLE.1 PE09-GR.K-S.3-GLE.1	
<b>Depth of Knowledge (Inquiry Questions/Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Which activities can you do for the longest time? Shortest time? (PE09-GR.K-S.2-GLE.1-EO.a,b,c;IQ.1,2:RA.1,2;N.1,2,3)</li> <li>• Are there other ways other than checking your heart rate to know your heart is working hard? (PE09-GR.K-S.2-GLE.1-EO.a,b,c;IQ.1,2:RA.1,2;N.1,2,3)</li> <li>• How does physical activity make you feel? (PE09-GR.K-S.3-GLE.1-EO.b;IQ.4:RA.2;N.1)</li> </ul>			
<b>Physical Education Standards Addressed</b>	<ul style="list-style-type: none"> <li>• Physical and Personal Wellness – Standard 2</li> <li>• Emotional and Social Wellness – Standard 3</li> </ul>			
<b>Concepts</b>	Identification, sustainability, fitness, safety, vigorous, feelings, participation, wellness, physical activity, intensity			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Participation in moderate to vigorous physical activities facilitates health and wellness.	Name 2 ways you can tell your activity is at a moderate to vigorous level.	Why is it important to participate in an activity at a moderate to vigorous level?
Participation in physical activity increases the heart rate which indicates intensity of activity.	How do we measure the intensity of our heart rate during activity?	Why should we participate in activities that make your heart beat faster?

**Curriculum Development Overview  
Unit Planning for Kindergarten Physical Education**

**Evidence Outcomes (Key Skills):**

**My students will be able to (Do)...**

- Identify the heart rate as an indicator of moderate to vigorous activity (PE09-GR.K-S.2-GLE.1-EO.a)
- Sustain moderate to vigorous physical activity for short periods of time (PE09-GR.K-S.2-GLE.1-EO.b)
- Identify activities that will increase the heart rate (PE09-GR.K-S.2-GLE.1-EO.c)
- Identify feelings that result from participation in physical activity(PE09-GR.K-S.3-GLE.1-EO.b)

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

**Physical Education Objective/Learning Target:**

participate in moderate to vigorous physical activity that promotes a healthy and happy person.

**The Student Will.....**

**Academic Vocabulary:**

Identify, feelings, participation

**Technical Vocabulary:**

Indicator, sustain, vigorous, activity, moderate, heart rate, increase, intensity

**Instructional Resources:**

- SPARK K-2
  - Building a Foundation Pg. 47-50, 55-56

**Appendix K**

- **Healthy Heart Assessment and Rubric- K-10**
- **Heart Awareness Assessment- K-11**
- **Kindergarten Physical Education Pre/Post Assessment- K-1 (to be administered in Fall and Spring)**