

Wilson Area School District Planned Course Guide

Title of planned course: Physical Education

Subject Area: Physical education

Grade Level: Kindergarten

Course Description: Elementary physical education

Time/Credit for this Course: 1 day/week for 40 weeks

Curriculum Writing Committee: Nicholas Woodward

Curriculum Map

<u>August:</u>	Introduction to physical education: Safety guidelines and course expectations
<u>September:</u>	Introduce guidelines and expectations Body movement: General movement and game concepts
<u>October:</u>	Invasion: Soccer skills
<u>November:</u>	Target: Bowling skills Hit, run and field: Tossing and catching skills
<u>December:</u>	Invasion: Hockey skills
<u>January:</u>	Body movement: Jump rope skills and dance
<u>February:</u>	Body movement: Jump rope skills and dance Invasion: Basketball skills
<u>March:</u>	Invasion: Basketball skills Net/Wall: Volleyball skills
<u>April:</u>	Hit, run and field: Diamond activities Target: Backyard games
<u>May:</u>	Body movement: Summative movement check Cooperative: Parachute activities
<u>June:</u>	Wrap-up activity

Planned Course Materials

Course Title: Kindergarten Physical Education

Teacher Resources:

- Dynamic Physical Education for Elementary School Children (Kirchner)
- Dynamic Physical Education for Elementary School Children (Pangrazi)
- The Ultimate Sport Lead-Up Game Book (Bailey)
- The Great Games Handbook for Elementary Physical Education (Tiller)
- Great Activities: K-6 Physical Education Games and Activities
- PE2theMax (Hughes)
- Pre-Sport Skills Activities Program (Turner)
- Parachute Games (Strong/LeFevre)
- Fitness for Children (Hinson)
- Active Bodies, Active Brains (Clancy)
- No Standing Around In My Gym (Hughes)
- P.E. Central
- Mr. Gym
- PE4Life
- Aahperd.org
- Pelinks4u
- Open PE.com

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Introduction to Physical Education: Safety Guidelines and Course Expectations

Time frame: 2-3 classes

State Standards: 10.3.3.A-D

Essential content/objectives: At the end of the unit, students will be able to:

- Recognize safe/unsafe practices in the home and school
- Recognize emergency situations and explain appropriate responses in school
- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify class expectations specific to kindergarten physical education

Core Activities:

- Class procedures
- Introduction to all locomotor movements
- Safely changing direction while performing locomotor skills
- Return to dot
- Stop look and listen
- Movement games

Extensions: Cue card relay race reinforcing safety rules and class expectations

Remediation:

- Proximity instruction
- Reiteration
- Partner share

Instructional Methods:

- Teacher demonstration and explanation
- Student observation
- Question and answer session

Materials & Resources:

- Teacher generated poster or hand-out
- Cue cards
- Rubric assessment cards
- Class recording sheet

Assessments:

- Teacher observation
- Question and answer responses

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Body movement: General Movement and game concepts

Time frame: 6 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A & B

Essential content/objectives: At the end of the unit, students will be able to:

- Safely move in both personal and general space using different pathways and speeds
- Work to maintain balance during all movement activities
- Define and discuss balance
- Work to increase their heart rate during movement activities
- Identify and engage in physical activities that promote physical fitness and health
- Follows directions for safe participation and proper use of equipment with minimal reminders
- Discuss the different locomotor skills that they used in class
- Discuss the different non-locomotor skills that they used in class
- Work to stay actively engaged during all of the activities
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Use the equipment and activity space appropriately
- Recognize and use basic movement skills and concepts
- Recognize that challenges can lead to success

Core Activities:

- Lean all locomotor movement through line movement:
 - Moving through space at different: speeds, levels, directions, body positions and all four on the ground, belly up, belly down
 - Walking, speed walking, jogging, running, jumping, skipping, hopping, leaping, galloping, sliding grapevines, and rolling
- Lean all non-locomotor movement during spot stretch:
 - bending, balancing, stretching, swinging, twisting, turning, reaching, pulling, pushing and swaying
- Red light, green light
- Leader says
- Night at the Museum
- Partner tag: What is safe tagging
- Sneak up tag
- Packman tag
- Sharks and minnows
- Follow the leader
- Scooters: how to safely ride, hand position, eyes looking, forward, backwards, sideways, scooter races

Extensions:

- Choose a new skill to learn
- Practice independently
- Help a peer

Remediation:

- Partner work
- Small grouping
- Slower movements
- Smaller movements
- Fewer skill to practice

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Cones
- Poly spots
- Floor tape
- Whistle
- Stopwatches
- Cue cards
- Hula hoops

Assessments:

- Teacher observation
- Rubric

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Invasion: Soccer Skills

Time frame: 4 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Work to maintain balance during all movement activities
- Define and discuss balance
- Work to increase their heart rate during movement activities
- Soft touches on the soccer ball in order to keep it in their personal space
- Tap the ball forward with a safe amount of force –keeping the ball close and under control
- List one activity that can make their heart muscle grow stronger
- Focus on spatial and body awareness with respect to the ball (e.g., next to, in front of, touch with your toe)
- Tap the ball forward and follow
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the enjoyment of playing with family and friends
- Recognize and use basic movement skills and concepts
- Recognize that challenges can lead to success

Core Activities:

- Toe touches
- Dribbling: toe taps, dominant foot, non-dominant foot, both feet, dribble and mark(no stealing the ball)
- Place kicking to a wall, to a target, for distance
- Passing with dominant foot against a wall, to a partner
- Stations
- Clean my yard: spot kicking

Extensions:

- Passing: non-dominant foot
- Shooting: non-dominant foot
- Sideline throw-ins
- Clean my yard: with sideline throw-ins

Remediation:

- Small group activity
- Teacher pairing
- Additional time for skill development

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies

Assessments:

- Teacher observation
- Student self-assessment
- Rubric

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Target games: Bowling

Time frame: 2 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Work to increase their heart rate during movement activities
- Identify and engage in physical activities that promote physical fitness and health
- Roll the ball toward the pin(s) with a two hand hold
- Roll the ball toward the pin(s) with dominant hand
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the enjoyment of playing with family and friends
- Work cooperatively to set up and knock down the pins
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Recognize that challenges can lead to success

Core Activities:

- Bowling and fielding with a partner
- Dominant hand, two hand bowling
- Dot to dot bowling with no defending
- Six pin bowling

Extensions:

- Non-dominant hand
- Team vs. team bowling

Remediation:

- Teacher pairing
- Additional time for skill development
- Smaller and larger balls
- Softer ball
- Closer to pin

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Various balls
- Poly spots
- Bowling pins
- Cones
- Laminated pin location posters

Assessments:

- Teacher observation
- Student self-assessment
- Rubric
- Score tracking sheet

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Hit, run and field: Tossing and catching

Time frame: 4 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Work to stay actively engaged during all of the tossing activities
- Work to maintain balance during all movement activities
- Work to increase their heart rate during movement activities
- Experiment with different ways of tossing and then catching
- Keep their ball under control as they work to toss and catch it
- Safely manipulates objects using underhand throws, two-hand catches
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the enjoyment of playing with family and friends
- Recognize and use basic movement skills and concepts
- Use the cues for underhand tossing in order to hit a target
- Use cues for underhand tossing during partner activities
- Repeat the cues for tossing
- Recognize that challenges can lead to success

Core Activities:

- Underhand tossing to a target
- Tossing and catching with a partner: underhand
- Throwing form and warmup: over hand movement
- Snowball fights: underhand, overhand
- Stations

Extensions:

- Overhand throwing at a target
- Throwing for distance
- Throw, catch and move

Remediation:

- Small group activity
- Teacher pairing
- Additional time for skill development
- Larger ball
- Softer ball

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones

Assessments:

- Teacher observation
- Student self-assessment
- Rubric

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Invasion: Hockey skills

Time frame: 3 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Work to increase their heart rate during movement activities
- Soft touches on the hockey puck/ball in order to keep it in their personal space
- Tap the puck/ball forward with a safe amount of force –keeping the puck/ball close and under control
- List one activity that can make their heart muscle grow stronger
- Focus on spatial and body awareness with respect to the puck/ball (e.g., next to, in front of)
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the enjoyment of playing with family and friends
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary(e.g., dominant hand, blade, shaft)
- Recognize that challenges can lead to success

Core Activities:

- Proper and silly ways to hold and move with a pillow puff sticks
- Pillow puff sticks
 - Passing: Dominant side, non-dominant side
 - Shooting: Dominant side, non-dominant side, wrist shots
 - Dribbling: inside and outside side of stick, dribble and mark(no stealing)
- Stations
- Clean my yard: Spot shots

Extensions:

- Passing and receiving with a partner
- Short sticks playing on feet

Remediation:

- Small group activity
- Teacher pairing
- Additional time for skill development

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Stopwatches
- Various balls
- Pucks
- Poly spots
- Goals
- Cones
- Pinnies
- Short sticks
- Pillow puff stick

Assessments:

- Teacher observation
- Student self-assessment
- Rubric

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Body movement: Jump rope skills and dance

Time frame: 5 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Work to maintain balance during all movement activities
- Work to increase their heart rate during movement activities
- Move in their personal space to the rhythm of the music
- Perform locomotor skills to the beat of the music
- Actively participate by moving their body to the rhythm of the music
- Count and clap the beat of the song
- Identify the locomotor and non-locomotor movements used in dance
- Know the positive effects of regular participation in physical activities
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the enjoyment of playing with family and friends
- Use basic movement skills and concepts
- Step over a rope on the ground
- Jump over a rope on the ground
- Turn a rope and step over it
- Turn a rope and jump over it
- Move a rope for a peer

Core Activities:

- Rope on ground: run on the inside of the rope, run around rope, step over rope, climb over rope, run over rope, jump over rope, tightrope walk across rope
- Singles: Straight jumps, backward jumps, scissor jumps
- Partner: long ropes(rivers, mountains)
- Jumping stations
- Jumping wand whole class
- [Silly dances](#): follow the music dances, chicken dance, YMCA

Extensions:

- Develop advanced jumping skills and routines
- Long jump rope jumps
- Start inside of the long jump rope(s) before turners spin the rope

Remediation:

- Place rope on ground
- Jump with no rope
- Turn and step over rope
- Slow turning rate

- Side turns to practice the act of jumping and the timing of the spin

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Short jump ropes
- Long jump ropes
- Lemon twists
- Individual jumping wands
- Skip-it
- Hula hoops
- Music
- Dyna-Bands
- Chinese jump ropes
- Stopwatches
- Posters
- Cue cards

Assessments:

- Teacher observation
- Student tracking number of jumps
- Peer monitoring
- Technique rubric

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Invasion: Basketball skills

Time frame: 4 classes

State Standards: 10.3.3.D, 10.4.3.A, B, D-F, 10.5.3.A-C, F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down)
- Bounce and catch if dribbling is too difficult
- Dribble a basketball continuously with 1 hand
- Work to increase their heart rate during movement activities
- Feel their heart beating with their hand throughout the activity in order to see if it is beating faster when they are resting or moving/playing
- Counting how many times in a row they can drop and successfully catch balls
- Pass the ball to a wall target using a force that is safe
- Have their hands ready for the ball in order to catch a soft bounce pass
- Identify and engage in physical activities that promote physical fitness and health
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the enjoyment of playing with family and friends
- Use basic movement skills and concepts
- Know the name of motor skills practiced
- Recognize that challenges can lead to success
- Explore different ways to shoot a ball into a target

Core Activities:

- Dribbling: dominant hand, non-dominant hand
- Passing: bounce pass
- Rebounding: shoot and rebound
- Shooting: two hand underhand tossing, free throws
- Stations
- Game: Flat hoop dunkball

Extensions:

- Crossover
- Behind back

Remediation:

- Smaller basketball
- Lowered hoop
- Hoop/target on the ground
- Closer to target
- Two-handed dribble
- Stationary dribbling

- Walking between bouncing

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Basketballs
- Basketball hoops
- Pinnies
- Cones
- Stopwatches
- Floor tape
- Visual aide
- Whistle
- Music
- Posters
- Cue cards

Assessments:

- Teacher observation
- Technique rubric

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Net/Wall: Volleyball skills

Time frame: 2 classes

State Standards: 10.4.6.D-F, 10.5.6.C, E & F

Essential content/objectives: At the end of the unit, students will be able to:

- Volley the balloon up into their air as many times as I can before it hits the floor.
- Strike and then catch the balloon before striking it again
- Use the correct amount of force when striking a ball
- Move into position in order to strike (or catch) the balloon
- Identify and describe positive and negative interactions of group members in physical activities
- Actively engage and work to improve their volleying skills
- Recognize that challenges can lead to success

Core Activities:

- Passing: bumping, setting
- Serving: Underhand tossing
- Covering: Special awareness
- Keep-it-up, toss, bump/set/hit with a balloon

Extensions:

- Count consecutive independent bumps/set with a balloon
- Count consecutive group bumps/set with a balloon
- Toss/bump/set with a beach volleyball

Remediation:

- Catch the balloon/ball when needed
- Allow the balloon/ball to bounce when needed

Instructional Methods:

- Teacher demonstration and explanation
- Student demonstrations
- Independent practice
- Group practice and application
- Peer monitoring and feedback

Materials & Resources:

- Balloons
- Beach volleyball
- Whistle
- Cones
- Cone topper quick nets

Assessments:

- Teacher observation
- Skill rubric

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Body movement: Summative movement check
Cooperative: Parachute activities

Time frame: 3 Classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down)
- Work to increase their heart rate during movement activities
- Discuss balance
- Maintain balance during all movement activities
- Demonstrate proper etiquette by following the rules for each game
- Recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Use basic movement skills and concepts
- Use muscular strength and endurance to perform parachute activities
- Practice a variety of parachute skills using the teacher's cues
- Keep body under control while they move underneath the parachute
- Demonstrate safe and cooperative play during all parachute activities
- Describe the difference between using hard or soft force during parachute activities
- Demonstrate control and move the parachute at high, medium, and low levels
- Work cooperatively with their classmates and use the parachute appropriately
- Discuss parachute safety rules
- Stay actively engaged during all activities
- Demonstrate the basic overhand, underhand, and mixed grips

Core Activities:

- Check all locomotor movement during circular movement:
 - Moving through space at different: speeds, levels, directions, body positions and all four on the ground, belly up, belly down
 - Walking, speed walking, jogging, running, jumping, skipping, hopping, leaping, galloping, sliding grapevines, and rolling
- Check all non-locomotor movement during spot stretch:
 - bending, balancing, stretching, swinging, twisting, turning, reaching, pulling, pushing and swaying
- [The Basics](#): locomotor movements, [get a grip](#), [storm bringer](#), [color race](#), ect.
- [Ball Fun](#): Roller ball
- [Under The Chute](#): Student lead

Extensions: Presidential fitness testing

Remediation:

- Adaptations to fitness assessment
- Opportunity for modified exercise
- Visual aide

- Partner support

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student provided examples and ideas

Materials & Resources:

- Floor tape
- Cones
- Cue cards
- Parachute
- Soft balls of various weights

Assessments:

- Teacher observation
- Student documentation of scores
- Technique rubrics

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Hit, run and field: Diamond activities

Time frame: 2 Classes

State Standards: 10.3.3.D, 10.4.3.D-F, 10.5.3.A-C, E & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the enjoyment of playing with family and friends
- Recognize and use basic movement skills and concepts
- Recognize and describe the concepts of motor skill development using appropriate vocabulary
- Recognize and describe game strategies using appropriate vocabulary
- Demonstrate proper throwing techniques
- Strike a stationary ball
- Field a moving ball
- Run the bases

Core Activities:

- Feilding: Throwing, catching, ground balls
- Striking: Kicking, hitting or rolling the ball to the field
- Base running: First through home

Extensions:

- Forced outs
- Kickball: Pitchers poison

Remediation:

- Larger ball
- Lighter ball
- Shorter distance to base
- Kicking a stationary ball
- Running with a peer

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student provided examples and ideas

Materials & Resources:

- Throw down based
- Batting tees
- Cones
- Kickballs
- Gator balls

Assessments:

- Teacher observation
- Student documentation of scores
- Technique rubrics

Curriculum Scope & Sequence

Planned Course: Kindergarten Physical Education

Unit: Target: Backyard games

Time frame: 2 classes

State Standards: 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

Essential content/objectives: At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in backyard games
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss the enjoyment of playing with family and friends
- Recognize and use basic movement skills and concepts
- Use the cues for underhand tossing in order to hit a target
- Know the function of practice
- Recognize that challenges can lead to success
- Take turns with peers allowing others to toss their implement
- Rotate to different stations to play new games

Core Activities:

- Corn hole (bean bag toss)
- Quoits (ring toss)
- Ladder ball
- Stations

Extensions:

- Extend the distance to the target
- Use non-dominant hand to toss

Remediation:

- Small group activity
- Teacher pairing
- Additional time for skill development
- Shorter distance to target

Instructional Methods:

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

Materials & Resources:

- Whistles
- Stopwatches
- Poly spots
- Goals
- Cones
- Rings
- Quoit
- Quoit boards
- Ladder ball racks
- Ladder ball tethers
- Bean bags
- Hoops

Assessments:

- Teacher observation
- Student self-assessment
- Rubric