

Moon Area School District Curriculum Map

Course: Elementary Physical Education K

Grade Level: Kindergarten

Content Area: Physical Education

Frequency: Full-Year Course (1 day per week, 50 minutes)

Big Ideas

1. Creating an environment for students to become lifelong movers.
2. Understanding spatial awareness through movement.
3. Developing a community related curriculum.
4. Implementing critical elements for mastery in grade skill development.
5. Fostering appropriate stages of social and emotional growth.
6. Safety impacts individual and community well-being

Essential Questions

1. Why is it good to move your body?
2. What is general space/personal space?
3. What sport or activity does this skill relate to outside of school?
4. Everybody raise your Right hand/left hand?
5. How do you feel when you win/lose in an activity?
6. How can we stay safe in our classroom?

Primary Resource(s) & Technology:

Projector, ipad, computer, tv, Bluetooth speaker system. Online PE resources/textbooks.

Pennsylvania (State)/ and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
1, 2, 4, & 5	10.3.K.A1 10.3.K.B1 10.4.K.A1 10.4.K.B1 10.5.K.A1 10.5.K.B1 10.5.K.C1	<u>Movement skills and games</u> - Demonstrate Locomotor/non-locomotor movements (Sliding, galloping, etc.) -Interpreting spatial awareness (Personal Space/General space) -Apply basic movement skills in isolation. - Incorporate patterns and directions into movement (straight, zigzag, curve) -Assess the personal basic movement skills in need of improvement - Apply basic movement skills in individual drills and team activities.	Ongoing

1, 2, 3, 4, 5	10.3.K.A1 10.3.K.B1 10.4.K.A1 10.4.K.B1 10.5.K.A1 10.5.K.B1 10.5.K.C1	<u>Creative Movement</u> <ul style="list-style-type: none"> - Following set patterns. - Cooperatively work with partner/small groups. - Demonstrate body awareness (gymnastics) - Perform basic movement skills to musical accompaniment. - Establish the role of rhythm in all physical activity - Apply basic movement skills in dance activities --Recall some basic movement skills 	Ongoing
1, 2, 3, 4, 5	10.3.K.A1 10.3.K.B1 10.4.K.A1 10.4.K.B1 10.5.K.A1 10.5.K.B1 10.5.K.C1	<u>Manipulatives</u> <ul style="list-style-type: none"> - Apply hand-eye-foot coordination to strike objects (balloons, sponge balls, etc) - Utilize striking instruments (paddles, bats) in isolated drills - Discriminate between left and right sides of the body. - Incorporate striking skills in game situations - Demonstrating competency manipulating objects in game situations. - Practice throwing, tossing, and catching skills - Demonstrate the progression of kicking skills, (stationary to rolling, to moving positions) 	Ongoing
1, 2, 3, 4, 5	10.3.K.A1 10.3.K.B1 10.4.K.A1 10.4.K.B1 10.5.K.A1 10.5.K.B1 10.5.K.C1	<u>Cooperative Games</u> <ul style="list-style-type: none"> -Evaluate the social skills necessary to play in teams. - Reinforce basic movement skills needed to play team activities. - Practice movement skills in game play. -Assimilate hand-eye-foot movement skills in game situations. -Determine and explain rules for specific game. 	Ongoing
6	10.5.K.B1	<u>Classroom Safety Measures:</u> <ul style="list-style-type: none"> -Displaying appropriate behavior in classroom setting. -Determine appropriate safety measures in chasing, dodging, and fleeing movement exercises. -Demonstrating safety protocols when using equipment in class. 	Ongoing