**Danville Area School District**
**Course Overview and Scope and Sequence**

**Course Title: Physical Education**
**Content Area: PE**
**Grade Level: K**
**Date Developed:** September, 2023

**COURSE OVERVIEW:** The Kindergarten Physical Education course is the start of the path to obtain skills, knowledge, and attitudes that lead to a physically active lifestyle. Kindergarten students will be introduced to and will demonstrate basic locomotor and nonlocomotor movements. Students will be introduced to and will demonstrate critical elements of technique while using manipulative skills. Students will participate while using safe, respectful, and responsible behavior. While participating in a variety of activities, students will also begin to identify how their bodies change during exercise, a start to understanding the concept and importance of physical fitness.

**ANCHOR 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 and performance.
**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 respects 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.

**KEY COURSE TEXT AND MATERIALS:**Children Moving, A Reflective Approach to Teaching Physical Education
www.mhhe.com/graham9e (Children Moving web site)
Adventure Curriculum for Physical Education – Elementary School
Dynamic Physical Education for Elementary School Children
American Heart Association
National Standards & Grade-Level Outcomes for K-12 Physical Education –
2014- Society of Health And Physical Educators (SHAPE America)
The New National Standards for Physical Education- www.aahperd.org
PE Equipment & Materials
Fitnessgram

**KEY ASSESSMENTS:**
Authentic assessment  Teacher observation Think pair share Student demonstration
Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation

| SCOPE AND SEQUENCE | | | | | |
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| Unit | PRIORITY STANDARDS | SUPPORTING OUTCOMES | ASSESSMENT | MATERIALS | TIMEFRAME |
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| **Establishing a Safe Learning Environment** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others. | Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)<br><br>Moves in personal space to a rhythm. (S2.E1.Kb)<br>Actively participates in physical education class. (S3.E2.K)<br><br>Actively participates in physical education class. (S3.E2.K)<br>Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with minimal reminders. | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive quizzes<br>Student led peer modeling<br>Peer observation | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for Physical Education – Elementary School | Cycle 1- August into in September- 2 weeks (revisited throughout the year) |

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| | | (S4.E6.K) | | | |
| **Space awareness, traveling (direction, levels, and relationships)** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others. | Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka) Moves in personal space to a rhythm. (S2.E1.Kb) Shares equipment and space with others. (S4.E4.K) Actively participates in physical education class. (S3.E2.K) Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive quizzes<br>Student led peer modeling<br>Peer observation | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for Physical Education – Elementary School | Cycle 2 September (revisited throughout the year) |
| **Locomotor Movements (run, hop, jump, slide, skip, gallop, leap)** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The | Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K) Performs jumping & landing actions with balance. (S1.E3.K) | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for | Cycle 3- mid sept(revisited throughout the year) |

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| | physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>**Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others. | Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)<br>Actively participates in physical education class. (S3.E2.K)<br>Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | quizzes<br>Student led peer modeling<br>Peer observation | Physical Education – Elementary School | |
| **Non-locomotor (bend, twist, pull, push, swing, sway, turn, etc.)** | **Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br>**Standard 2**. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br>**Standard 4**. The physically literate individual exhibits | Contrasts the actions of curling & stretching. (S1.E10.K)<br>Rolls sideways in a narrow body shape. (S1.E9.K)<br>Maintains momentary stillness on different bases of support. (S1.E7.Ka)<br>Forms wide, narrow, curled & twisted body shapes. (S1.E7.Kb)<br>Actively participates in physical education class. (S3.E2.K)<br>Follows directions in group settings (e.g., safe behaviors, following rules, | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive quizzes<br>Student led peer modeling<br>Peer observation | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for Physical Education – Elementary School | Cycle 4 end september (revisited throughout the year) |

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| | responsible personal and social behavior that respects self and others. | taking turns). (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K) | | | |
| **Balancing and transferring weight** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>**Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others. | Maintained momentary stillness on different bases of support. (S1.E7.Ka) Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K) Actively participates in physical education class. (S3.E2.K) Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive quizzes<br>Student led peer modeling<br>Peer observation | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for Physical Education – Elementary School | Cycle 5 Beginning OCT. (revisited throughout the year) |

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| | | teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | | | |
| **Rolling** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>**Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others. | Rolls sideways in a narrow body shape. (S1.E9.K)<br><br>Actively participates in physical education class. (S3.E2.K)<br>Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive quizzes<br>Student led peer modeling<br>Peer observation | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for Physical Education – Elementary School | (revisited throughout the year) |
| **Throwing and catching** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The | Throws underhand with opposite foot forward. (S1.E13.K)Drops a ball and catches it before it bounces twice. (S1.E16.Ka) Catches a large ball tossed by a skilled thrower. | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for | (revisited throughout the year) |

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| | physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>**Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others. | (S1.E16.Kb)<br><br>Actively participates in physical education class. (S3.E2.K)<br>Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | quizzes<br>Student led peer modeling<br>Peer observation | Physical Education – Elementary School | |
| **Kicking** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>**Standard 4**. The physically literate | Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.E21.K)<br><br>Actively participates in physical education class. (S3.E2.K)<br>Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive quizzes<br>Student led peer modeling<br>Peer observation | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for Physical Education – Elementary School | (revisited throughout the year) |

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| | individual exhibits responsible personal and social behavior that respects self and others. | instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | | | |
| **Dribbling**<br><br>**With hands/feet** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>**Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others. | Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)Travels in general space with different speeds. (S2.E3.K)<br>Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)<br><br>Actively participates in physical education class. (S3.E2.K)<br>Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive quizzes<br>Student led peer modeling<br>Peer observation | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for Physical Education – Elementary School | (revisited throughout the year) |

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| | | minimal reminders. (S4.E6.K) | | | |
| **Volley underhand/overhand** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>**Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others. | Volleys a light-weight object (balloon), sending it upward. (S1.E22.K)<br><br>Actively participates in physical education class. (S3Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K).E2.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive quizzes<br>Student led peer modeling<br>Peer observation | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for Physical Education – Elementary School | (revisited throughout the year) |
| **Striking with a short implement** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and | Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K)<br><br>Actively participates in physical education class. (S3.E2.K)<br>Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive quizzes<br>Student led peer modeling<br>Peer observation | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for Physical Education – Elementary School | (revisited throughout the year) |

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| | tactics related to movement and performance.<br><br>**Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others. | (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | | | |
| **Jump Rope** | **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.<br><br>**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.<br><br>**Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others. | Executes a single jump with self-turned rope. (S1.E27.Ka) Jumps a long rope with teacher-assisted turning. (S1.E27.Kb) Actively participates in physical education class. (S3.E2.K)<br><br>Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)Acknowledges responsibility for behavior when prompted. (S4.E2.K)Follows instruction/ directions when prompted. (S4.E3.K)Shares equipment and space with others. (S4.E4.K)Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | Authentic assessment<br>Teacher observation<br>Think pair share<br>Student demonstration<br>Show me thumbs up/down<br>Critical element rubrics<br>Pre/post skill rubrics<br>Oral and or cognitive quizzes<br>Student led peer modeling<br>Peer observation | Children Moving, A Reflective Approach to Teaching Physical Education<br>www.mhhe.com/graham9e (Children Moving website)<br>Adventure Curriculum for Physical Education – Elementary School | (revisited throughout the year) |