Physical Education Kindergarten

Unit:	K Grade: Tag and Related Games
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles. Improvement in all 11 Components of Fitness. Following instructions for safety and classroom management, Importance of social and mental aspects of play and physical activity.
Unit Essential Questions:	How must I behave in this class? How can I move my body? What are the most effective ways to move my body? Why is it important to move my body? How does physical activity affect my social and mental well being? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,E,F; 10.5.3.A,C,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
5 Classes (Reinforced throughout the year)	10.3.3.A,C,D 10.4.3.A,E,F 10.5.3.A,C,F	Personal space General space Walk Run Jog Hop Jump Skip Leap Gallup Shuffle Kareoke	Partner Tag, High 5 Tag. Dead Bug Tag, Monkey Tag, Bridge Tag, Hot Dog Tag, Safety Base Tag, Star Tag, Snowflake Tag, Cupid Tag, Blob Tag, Elbow Tag, Marathon Tag, Triangle Tag, Reindeer Tag, Red Rover Tag, Cupid Tag, Triangle Tag, Hamburger Tag, Submarine Tag, Zombie Tag, Scooter Tag, Skunk Tag, Frog Tag, Mr. Wolf, Monster Monster, Wake the Giant, Run for Your Supper, Angry Cat,	Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

			Steal The Dinosaur Egg, Steal the Treasure, Steal the Gold, Farmer Wake up, Rock, Paper, Scissors Hula Hoops, Spud, Capture the Flag, Snowball Fight, Cops and Robbers, Sharks and Minnows, Musical Hula-Hoops,		
Unit:	K Grade: Eye-hand and Eye-foot Coordination				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				

Unit Essential Questions:	Why must I listen and follow directions? Why must I control my body when moving? How to improve ability to catch, throw, and kick a ball How do I get my body ready for movement? How do I use manipulative skills in controlling an object? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,D,F; 10.5.3.A,C,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
4 Classes	10.3.3.A,C,D 10.4.3.A,D,F 10.5.3.A,C,F	Body control Proper technique Bounce Roll Toss Dribble Pass Catch Focus Listening Creativity		Textbook Three sound bicycle siren Halloween music, decorations, and obstacle course creations and story Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**K Grade Ball and Body Control**
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.
Unit Essential Questions:	How can I move my body? What are the most effective ways to work cooperatively with a partner? What must I do to move and control a ball? How does physical activity affect me? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,E,F; 10.5.3.A,C,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
5 Classes	10.3.3.A,C,D 10.4.3.A,E,F 10.5.3A,C,F	Slide Gallop Explosive jumping Working cooperatively Soccer dribble Bilateral foot control Soccer ball shooting Personal space General space	Sliding in signaled directions; Duck, duck, goose (variations); Gallop relay; Gallop horse race; Wild horses and race; Chariot races; Soccer dribble, passing, and stopping drills; Target kick; Jack jumps the candlestick (variations); You keep it (variations)	Cones Soccer balls Posters and bulletin boards Teacher designed activities Jump ropes	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	K Grade Locomotor Skills, Body Control, Thinking and Reacting Skills				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon personal and social responsibility.				
Unit Essential Questions:	How does the world around me impact my body movements? Why are game rules and signals important? How can I use body movements to solve problems? How can daily physical activity improve my health and wellness? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,D,F; 10.5.3.A,C,E,F R3.A.2.6.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
3 Classes	10.3.3.A,C,D 10.4.3.A,D,F 10.5.3.A,C,E,F	Action-reaction Body control Animal Imitation Listening skills Following directions Starting signal Stopping signal	Magic dots (carpet); Animal movements to audio tape; Christmas-Winter activity obstacle course	WALK LIKE THE ANIMALS- cassette by Georgiana Stewart (KIMBO- KIM 7040C) Christmas music, decorations, and obstacle course creations and story Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	K Grade Body Awareness				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon personal and social responsibility.				
Unit Essential Questions:	How can I move my body? How does the world around me impact my body movements? How can I use body movements to solve problems? What happens to my body during physical activity? What must I do to control objects? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,C,D,F; 10.5.3.A,B,C,E,F R3.A.2.6.1 M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5 Classes	10.3.3.A,C,D 10.4.3.A,C,D,F 10.5.3.A,B,C,E,F	Body control Object control Reaction Speed Height levels Spatial directions Work cooperatively Problem solvingl Quickness Body awareness	Picking flowers; Freeze; Sneak attack; Circle straddle ball; Target roll; Movement exploration problem solving; Toss in hoop relays	Hula hoops Assortment of manipulative objects Cones Playground balls Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	K Grade Whole Class Cooperative Activities				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon personal and social responsibility.				
Unit Essential Questions:	What can I do with a parachute? How does cooperation affect parachute activity success? How can I move my body? What can I do with a scooter? What exercises and activities can I do to improve my health and wellness? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**

2 Classes	10.3.3.A,C,D; 10.4.3.A,B,C,D,F 10.5.3.A,B,C,D,E,F	Grip Gore Cooperate Simultaneous action Success Safe use of equipment Effort	Movement exploration problem solving; Rhythmic parachute activities; Scooter games and exploration	Playtime Parachute Fun- cassette by Georgiana Stewart (KIMBO- KIM 7056C) Scooters Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	K Grade Jump Rope				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	How does the "Jump Rope for Heart" program help the community? What personal benefits do you gain by participating in the "Jump Rope for Heart" program? What skills and strategies are used to jump rope? How do I use the jump rope skills with my classmates?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 Classes (6-7 weeks for the securing of donations for the American Heart Association)	10.3.3A,C,D 10.4.3A,B,C,D,E,F 10.5.3A,B,C,D,E	Timing Aerobic fitness Coordination Donation Cooperation Heart Hero Body control	Basic rope jumping skills (snake, wave, straddle, cross over, crouch, twist, bridge, series bridge, octopus, circle, regular jump, long rope run under and jump over, etc.)	"Jump Rope for Heart" materials packet, instructional and motivational posters, wall charts, collection and story video(CD), prizes, and banners Regular and long jump ropes Jump rope rhythmic music tape and player Student favorite music "The World of Rope Jumping" with Mark Rothstein video Floor tape Teacher designed parent letter	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions Student level of participation in aiding the American Heart Association
Unit:	K Grade Balance Beam Activities and Dance				

Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	How can I move my body with balance? What is balancing? What must I do to move my body to a rhythmic beat? What new body movements can I learn? How can I use dance to improve my health and wellness? How can music and dance impact my feelings, movements, and behavior? Standards and Anchors: 10.3.3.A,C.D; 10.4.3.A,B,C,D,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
2 Classes	10.3.3.A,C.D; 10.4.3.A,B,C,D,F 10.5.3.A,B,C,D,E,F	Balance Controlled movement Focus Rhythm Musical beat Tempo Imitate Twisting Swaying	Movement exploration problem solving activities on a balance beam (locomotor, laterality, directionality, object balancing, animal walks, and obstacle skills); Dances- Strollin' Through The Park, Sailor's Hornpipe, Glow Worm, Little Brown Jug, Hokey Pokey, Chicken Dance	Heel, Toe, Away We Go- record (KIM 7050) Drew's famous "Party Music"- CD (Turn Up The Music, Inc.) Balance beams (Floor and raised) Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	K Grade Tumbling, Animal Movements, Balances, Vaulting, and Individual/Partner/Group Stunts				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How does tumbling and gymnastics improve your strength, balance, and gross motor coordination for personal fitness? What safety precautions must be used when performing gymnastic skills? What are the critical elements used in executing gymnastic movements? What must you do when performing cooperative movements? Where in the community can I receive more tumbling lessons?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 Classes	10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F	Muscular strength Balance Safety precautions Cooperation Twisting Bending Rolling Rocking Pushing Pulling Stretching Swinging Jumping Vaulting	Level 1 Activities: *Animal Movements Alligator crawl, kangaroo jump, puppy dog run, monkey run, bear walk, elephant walk, lame dog walk, crab walk *Tumbling and Balances Rolling log, side roll, forward roll, backward curl, backward roll, 3 point tip up, mountain climbers *Balance Stunts One leg balance, double/single knee balance, kimbo stand, stork stand, balance touch of an object, single leg extension balance, hand and knee balance on all fours (variations), *Individual Stunts Directional walk, elevator, jump turns, heel click, lowering the boom, turn over, thread the needle, heel slap, pogo stick, turk stand, crazy walk, seat circles *Partner/group Stunts Siamese twin walk, seesaw, wring the dishrag, partner toe touch, double top, roly poly *Vaulting Jump over (variations)	Tumbling mats Vault blocks Gymnastic student demonstrators Motivational posters Teacher designed materials	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions
Unit:	**K Grade Body Problem Solving and Eye-Hand Coordination Skills**				

Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How can you use body movements to solve problems? How many different ways can I move my body? What activities can I do at home for fun and exercise? What skills and techniques must I use to perform various bean bag activities? What creative and expressive movements can I develop?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5 Classes	10.3.3.A,C,D; 10.4.3.A,C,D,F; 10.5.3.A,B,C,E,F	Tracking Focus Concentrate Creative movements Expressive movements Imitation	Movement exploration problem solving activities; Scoop and yarn ball exploration; Beanbag activities to audio tape; Creative and expressive movement activities to music; Back to back; Sprint runs; Bottle knock down; Circle dodge ball	Bean Bag Activities and Coordination Skills- cassette by Georgiana Stewart (KIMBO- KIM 7055C) Kids In Motion- CD or cassette- by Greg & Steve (YOUNGHEART RECORDS- C-YR008) Beanbags Dodgeballs Sand filled soda bottles Playground balls Scoops and yarn balls Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**K Grade Object and Body Control**
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	What must I do to move my body more effectively? What are the most effective ways to control an object? Why are game rules important? How do I use what I learn to achieve good health and wellness? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,C,D,F; 10.5.3.A,B,C,E,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
5 Classes	10.3.3.A,C,D; 10.4.3.A,C,D,F 10.5.3.A,B,C,E,F	Body control Ball/object control Sprint Hop Jump Game rules Runner stance	Run, rabbit, run (variations); Battery of exercises; Soccer ball dribbling and stopping practice; Endline soccer; Beginner hopscotch; Standing start 40 yard sprints; Rescue relay; Frisbee distance throw; Frisbee target throw	Hula hoops Soccer balls Cones Chalk/line paint Frisbee/flying discs	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**K Grade (School-wide Field/Fun Day)**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	What skills, rules, and strategies must I use to be successful? How can my parent/guardians assist with the whole day activities? Why is good sportsmanship important?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
1 Whole day activity	10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Sportsmanship Cooperation Individual/team effort Personal enjoyment Team Pride Appreciation	Activities are designed by the Physical Education teacher with the assistance of teachers and parents in the conducting of the events	Teacher designed activities Materials dependent upon selected activities	No formal assessment (This is a reward for the children working diligently all year long)