



Park Hill School District

Building Successful Futures • Each Student • Every Day

Kindergarten Physical Education Curriculum

Course Description: Foundationally built upon Missouri's Grade Level Expectations and national studies, Park Hill's health and physical education courses provide students with the fundamental knowledge and skills to develop personal fitness goals and to succeed in reaching those goals. Courses connect the relevancy of nutrition, activity, and options outside of class to encourage students to continue their fitness goals.

Resources for Physical Educators

- www.dynamicpeasap.com
- www.openphysed.org
- www.pcentral.org
- www.shapeamerica.org
- www.sparkpe.org
- www.thepespecialist.com

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1st Quarter	Introductory Skills	Topic 1: Foundations of PE Topic 2: Fundamentals of Movement
2nd-3rd Quarter	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness
3rd-4th Quarter	Advanced Skills	Topic 1: Fundamentals of Movement

Unit 1: Introductory Skills

Subject: Physical Education

Grade: Kindergarten

Name of Unit: Introductory Skills

Length of Unit: 1st Quarter

Overview of Unit: During this unit, students will be working cooperatively while practicing locomotor skills. They will move safely in their personal space while staying in the general space. Students will learn to follow appropriate social behaviors and establish protocols for physical education.

Priority Standards for unit

- S4.E1.K Follows directions in group settings. (e.g., safe behaviors, following rules, taking turns)
- S4.E2.K Acknowledges responsibility for behavior when prompted.
- S4.E3.K Follows instructions/directions when prompted.
- S4.E5.K Recognizes and follows the established protocols for class activities.
- S4.E6.K Follow teacher directions for safe participation and proper use of equipment with minimal reminders.
- S4.E4.K Shares equipment and space with others.
- S2.E1.K Differentiates between movement in personal and general space.
- S2.E3.K Travels safely in general space with different speeds, forces, and directions.
- S1.E1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
- S3.E3.K Recognizes that when you move fast, your heart beats faster and you breathe faster.
- S3.E2.K Meet the national standard of 60 minutes of daily physical activity.
- S2.E2.K Travels safely in straight, curved, and zigzag pathways.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the ability to follow directions and instruction	Demonstrate	Apply	1
the ability to share, be cooperative, and safe with others	Demonstrate	Apply	2
safe use of general and personal space	Demonstrate	Apply	2
the difference between general and personal space	Recognize	Understand	1
the location of the heart	Show	Understand	1

the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)	Demonstrate	Apply	2
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Essential Questions:

1. Why is it important to listen and follow directions?
2. Why is personal space important as it relates to safety?
3. What does it look like to use cooperation?
4. What do your heart and lungs do when you move faster?
5. What are some different locomotor skills that you can demonstrate in general space?

Enduring Understanding/Big Ideas:

1. When following directions, each student stays safe and understands all activities and expectations.
2. Personal space is a small area around each individual in which they feel comfortable.
3. Cooperation is encouraging, sharing, and helping others.
4. When in exercise, my lungs and heart work harder to provide oxygen and blood to my muscles.
5. Different locomotor skills are hop, skip, gallop, leap, run, and walk.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Cooperation Respect Safety	Personal Space General Space Heart

Topic 1: Foundations of PE

Title: Foundations of PE

Suggested Length of Time: 1st Quarter

Standards Addressed

Priority:

- S4.E1.K Follows directions in group settings. (e.g., safe behaviors, following rules, taking turns).
- S4.E2.K Acknowledges responsibility for behavior when prompted.
- S4.E3.K Follows instructions/directions when prompted.
- S4.E5.K Recognizes and follows the established protocols for class activities.

- S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders.
- S4.E4.K Shares equipment and space with others.
- S2.E1.K Differentiates between movement in personal and general space.
- S2.E3.K Travels safely in general space with different speeds, forces, and directions.
- S3.E3.K Recognizes that when you move fast, your heart beats faster and you breathe faster.

Supporting: N/A

Engaging Experience 1

Detailed Description/Instructions: One way to do this is to practice the difference between general and personal space would be to play Taxi Driver. During this game, students have a colored hula hoop that represents their personal space that they are steering around inside the greater general space. They “drive” their hoops around the gym without “crashing”

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 2

One way to do this is to play an activity where students utilize a hula hoop to show the difference between personal and general space. When students are traveling in open space in their hula-hoop, they are in personal space. When students set their hula-hoop down and move together in the gym, they are in a general space.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3

One way to do this is to create a relay race where students are at one end of the gym and there is a bunch of equipment at the other end. Students will take turns running safely and collecting a piece of equipment one at a time to bring back to their team. Students are practicing moving safely and using equipment correctly.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 1st Quarter

Standards Addressed

Priority:

- S1.E1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.

Engaging Experience 1

Detailed Description/Instructions: Beach, Island, and River is a game where students can practice and master locomotor skills. All students will line up on the baseline and hop to the half-court circle (island). Students will then gallop to the other baseline (river). Students will then skip back to the half-court circle (island). Students will then run back to the baseline (beach). In this game, any locomotor movement can apply for the students to move from one area to another.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

One way to do this is to play 4 corner dice. Split the gym into 4 numbered corners. You will use a dice to roll and students will perform selected locomotor movements to the correct corner when the dice is rolled.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to create a race track on the perimeter of the gym using mats and cones. Students will create a team of 2-3 and work together using various locomotor movements to complete the highest number of laps. The infield of the race track could be an activity that students must complete before each lap. (e.g. cup stacking)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Class Relays - Students are placed into 6 equal groups to perform relays. During the relays students will be asked to demonstrate various locomotor skills (gallop, hop, skip, slide, etc.) by moving across the gym and back. Students will locate their heart and check their heart rate before the activity begins and then again after the activity ends to identify any changes in the heart rate.

Unit 2: Intermediate Skills

Subject: Physical Education

Grade: Kindergarten

Name of Unit: Intermediate Skills

Length of Unit: 2nd-3rd Quarter

Overview of Unit: During this unit, students will be able to demonstrate the ability to move safely in a variety of ways while identifying body parts and their purpose. They will also recognize appropriate behaviors and choices to remain healthy.

Priority Standards for unit:

- S1.E5.K Performs locomotor skills in response to teacher-led creative dance.
- S1.E3.K Performs jumping and landing actions with balance.
- S1.E7.K Maintains momentary stillness on different bases of support.
 - Places a variety of body parts into high, middle, and low levels.
- S2.E5.K Demonstrates control while engaging safely in fleeing and chasing activities.
- S1.E13.K Throws underhand with opposite foot forward.
- S1.E16.Ka Drops a ball and catches it before it bounces twice.
- S1.E16.Kb Catches a large ball tossed by a skilled thrower.
- S1.E22.K Volleys a lightweight object sending it upward.
- S2.E5.K Identifies selected body parts, skills, and movement concepts.
- S3.E1.K Identifies active play opportunities outside physical education class.
- S3.E6.K Recognizes that food provides energy for physical activity and growth.
- S2.E2.K Travels safely in straight, curved, and zigzag pathways.
- S5.E1.K Recognizes that physical activity is important for good health.

Supporting Standards for Unit:

- S3.E2.K *Meet the national standard of 60 minutes of daily physical activity.
- S5.E2.K Acknowledges that some physical activities are challenging/difficult.
- S5.E3.Ka Identifies enjoyable physical activities.
- S4.E3.Kb Discusses the enjoyment of playing with friends.
- S4.E4.K Shares equipment and space with others.
- S2.E1.K Differentiates between movement in personal and general space.
- S2.E3.K Travels safely in general space with different speeds, forces, and directions.
- S1.E1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
- S3.E3.K Recognizes that when you move fast, your heart beats faster and you breathe faster.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)	Demonstrate	Apply	2
selected non-locomotor skills (e.g., landing and balancing)	Demonstrate	Apply	2
chasing, fleeing, dodging	Demonstrate	Apply	2
manipulative skills in a stationary position (e.g., rolling, throwing, catching)	Demonstrate	Apply	2
body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)	Identify	Understand	1
relationship with body parts (e.g., levels)	Demonstrate	Apply	2
behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Identify	Understand	1
we need a variety of foods each day	Recognize	Understand	1

Essential Questions:

1. Can you identify these major body parts (head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes) and move in relation to other body parts?
2. What can you do to increase your overall fitness/health?
3. Why is it important to eat from a variety of food groups?
4. What are examples of locomotor and non-locomotor skills?
5. What are manipulative skills used in large muscle movements?

Enduring Understanding/Big Ideas:

1. Students will identify the major body parts (head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes) by pointing to them and moving them in relation to each other (place right hand on the left shoulder, touch your left elbow to your right knee, etc.).
2. Students should become more physically active, and eat from a variety of food groups to maintain overall health.
3. Locomotor movements are a way to travel from one place to another (skip, gallop, leap, march, run). Non-locomotor movement is a way to move in a stationary position (bend, twist, turn).
4. Manipulative skills include rolling, throwing, and catching.

5. It is recommended to have 60 minutes of physical activity with a healthy diet to live a healthy active lifestyle.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
muscles, bones, push, pull, bend, twist	flexibility, skip, gallop, hop, food groups,

Topic 1: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed

Priority:

- S1.E5.K Performs locomotor skills in response to teacher-led creative dance.
- S1.E3.K Performs jumping and landing actions with balance.
- S1.E7.K Maintains momentary stillness on different bases of support.
 - Places a variety of body parts into high, middle, and low levels.
- S2.E5.K Demonstrates control while engaging safely in fleeing and chasing activities.
- S1.E13.K Throws underhand with opposite foot forward.
- S1.E16.Ka Drops a ball and catches it before it bounces twice.
- S1.E16.Kb Catches a large ball tossed by a skilled thrower.
- S1.E22.K Volleys a lightweight object sending it upward.

Engaging Experience 1

Detailed Description/Instructions: Musical Hoops- Students all start in their hoops. Use different locomotor skills with music. Students will move around the gym according to the assigned locomotor skill. When the music stops, students return to their hoop. After several rounds, begin to take away hoops. Students do not get out of this game. Allow more than 1 student to get in the hoop as you take them away.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

One Way to do this Hula- Hoopla- Students start on the long side of the gym in small groups. On the music the first student runs out to a hoop the second one in line tosses to them when they catch the soft-sided ball they bring the hoop back to their team. They continue to rotate through the group so everyone has a turn throwing and catching.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to use beach balls or volleyballs to practice volleying. Set cones up as a net where you have more than one small court in the gym. Students will partner up and play “mini-games where students will practice volleying the beach ball or balloon.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed

Priority:

- S2.E5.K Identifies selected body parts, skills, and movement concepts.
- S3.E1.K Identifies active play opportunities outside physical education class.
- S3.E6.K Recognizes that food provides energy for physical activity and growth.

Supporting:

- S3.E2.K *Meet the national standard of 60 minutes of daily physical activity.
- S5.E2.K Acknowledges that some physical activities are challenging/difficult.
- S5.E3.Ka Identifies enjoyable physical activities.
- S4.E3.Kb Discusses the enjoyment of playing with friends.
- S5.E1.K Recognizes that physical activity is important for good health.

Engaging Experience 1

Detailed Description/Instructions: Head, Shoulders, Knees, Cone- Partner students up. Each pair will have a small cone. The teacher will say “head, shoulders, knees, CONE.” When “cone” is said, the first student to grab the cone wins. After a couple of rounds, the teacher will mix up when they say “cone”. The teacher will also add in different body parts (e.g., toes, calves, ears, chest, stomach, etc.)

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 2

One Way to do this is to play “Operator”. Use random equipment to create a human body or bones. Students will learn the different parts of the body. Students will take turns trying to get the body part/bone out of the area without stepping on any of the other equipment.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3

One way to do this is to have students move around the gym as different animals. Let students choose the animal one at a time. All the students will begin to move around the gym for a short amount of time until the next animal is announced.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Going on a Picnic - Divide into four teams with hula hoops (picnic baskets) in the corner of the gym. Choose two players to be the "Bees" who will sit on scooters to protect the food with their tagging noodles. There are a variety of foods/ food groups (plastic food or color-coded bean bags) in the center of the gym in hula hoops. Teams attempt to collect food from each food group by sending one player at a time from each group to attempt to capture one food item and bring it back to their picnic baskets. If students are tagged by bees, then they must return the food and move back to their picnic basket and the next teammate takes their turn. Ants will be asked to move in various locomotor movements.

Unit 3: Advanced Skills

Subject: Physical Education

Grade: Kindergarten

Name of Unit: Advanced Skills

Length of Unit: 3rd-4th Quarter

Overview of Unit: During this unit, students will work individually and cooperatively to safely demonstrate a variety of movement and tumbling skills.

Priority Standards for unit:

- S1.E10.K Contrast the actions of curling and stretching.
- S1.E9.K Rolls sideways in a narrow body shape.
- S1.E7.Kb Forms wide, narrow, curled, and twisted body shapes.
 - Contrast the action of pushing and pulling.
- S1.E17.K Dribbles a ball with one hand attempting the second contact.
- S1.E18.K Taps a ball using the inside of the foot sending it forward.
- S1.E21.K Kicks a stationary ball from a stationary position demonstrating two of the five elements of the mature kicking pattern.
- S1.E24.K Strikes a lightweight object with a paddle short-handed racket.
- S1.E25.K *Striking off batting tees.
- S1.E27.Ka Executes a single jump with a self-turned rope.
- S1.E27.Kb Jump a long rope with teacher-assisted turning.

Supporting Standards for Unit:

- S1.E1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
- S3.E3.K Recognizes that when you move fast, your heart beats faster and you breathe faster.
- S1.E11.K Identifies and demonstrates a variety of non-locomotor movement vocabulary.
- S4.E4.K Shares equipment and space with others.
- S3.E1.K Identifies active play opportunities outside physical education class.
- S3.E6.K Recognizes that food provides energy for physical activity and growth.
- S3.E2.K *Meet the national standard of 60 minutes of daily physical activity.
- S5.E2.K Acknowledges that some physical activities are challenging/difficult.
- S5.E3.Ka Identifies enjoyable physical activities.
- S4.E3.Kb Discusses the enjoyment of playing with friends.
- S5.E1.K Recognizes that physical activity is important for good health.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
introductory individual stunts (e.g., crab walk, bear walk, inchworm)	Demonstrate	Apply	2

cooperation with partners and small groups to accomplish a game objective	Demonstrate	Apply	2
the ability to share, be cooperative, and safe with others	Demonstrate	Apply	2
the ability to dribble a ball with one hand	Demonstrate	Apply	2
the ability to kick while stationary	Demonstrate	Apply	2
the ability to strike different objects	Demonstrate	Apply	2
the ability to self-turn a jump rope	Demonstrate	Apply	2

Essential Questions:

1. What are some stunts and tumbling skills that students can perform?
2. What does it take to accomplish a game objective safely with others?
3. What part of your hand do you use to dribble a ball?
4. What part of your foot do you use to kick a ball?
5. How can you use hand-eye coordination to strike an object?
6. What is the process for self-turning a rope to jump over the rope each time?

Enduring Understanding/Big Ideas:

1. Students will demonstrate 2-3 stunts and tumbling skills individually and with a partner (crab walk, bear walk, inchworm, forward roll, egg roll, cartwheel, balance skills).
2. Students will demonstrate cooperation, communication, problem-solving, and critical thinking skills to accomplish a game/activity safely.
3. Students will dribble a basketball using their finger pads.
4. Students will use the inside or outside part of their foot to kick a ball with control.
5. Students will visually track their targets as they swing their instruments.
6. Students will turn first and jump second to jump rope.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
balance, muscles, cooperation, partner	
Hand-eye-coordination	Striking, tumbling, jumping rope
Dribble, finger pads	Basketball, soccer

Topic 1: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed

Priority:

- S1.E10.K Contrast the actions of curling and stretching.

- S1.E9.K Rolls sideways in a narrow body shape.
 - S1.E7.Kb Forms wide, narrow, curled, and twisted body shapes.
 - Contrast the action of pushing and pulling.
 - S1.E17.K Dribbles a ball with one hand attempting the second contact.
 - S1.E18.K Taps a ball using the inside of the foot sending it forward.
 - S1.E21.K Kicks a stationary ball from a stationary position demonstrating two of the five elements of the mature kicking pattern.
 - S1.E24.K Strikes a lightweight object with a paddle short-handed racket.
 - S1.E25.K *Striking off batting tees.
 - S1.E27.Ka Executes a single jump with a self-turned rope.
 - S1.E27.Kb Jump a long rope with teacher-assisted turning.
- Supporting:*
- S1.E1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
 - S3.E3.K Recognizes that when you move fast, your heart beats faster and you breathe faster.
 - S1.E11.K Identifies and demonstrates a variety of non-locomotor movement vocabulary.
 - S4.E4.K Shares equipment and space with others.
 - S3.E1.K Identifies active play opportunities outside physical education class.
 - S3.E6.K Recognizes that food provides energy for physical activity and growth.
 - S3.E2.K *Meet the national standard of 60 minutes of daily physical activity.
 - S5.E2.K Acknowledges that some physical activities are challenging/difficult.
 - S5.E3.Ka Identifies enjoyable physical activities.
 - S4.E3.Kb Discusses the enjoyment of playing with friends.
 - S5.E1.K Recognizes that physical activity is important for good health.

Engaging Experience 1

Detailed Description/Instructions:

One way is to use Individual and Group Tumbling/Movement Activities - Students will work individually, with partners, and/or in small groups to perform various tumbling and movement activities in mat stations (animal movements, rolls, small group balancing stunts, etc.) Also, use gymnastic task cards. Each mat has different gymnastic task cards for students to try different tumbling and stunts.

Striking stations- this could be used with various sports. For example- set up different stations for hockey. Each student has a hockey stick. Students will work on dribbling, shooting, passing, puck control, etc. This can work with any sport.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

One Way to do this is to set up striking stations. The stations could be striking with rackets, hockey sticks, etc towards targets. Make the targets worth different point values.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to set up a relay dribble. Students will dribble around cones back and forth. Set up an obstacle course with cones in the relay. Students will have to dribble around and through the cones.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Jump Rope-students are given hula-hoop to learn to turn the rope first and then jump over second. Students will complete this 10 times successfully. Once the student is successful, the student will be given a rope. The student will lay the rope on the ground and jump over the rope 10 times without stopping to practice jumping over the rope. Students will then begin to turn the rope and step over while walking around the gym. The final step is to turn the rope and then jump. Students are provided visuals in this leveled activity so all students are engaged in the same activity. When a student jumps over the rope 10 times, students will sign a poster taped on the wall in the gym. This encourages students to take ownership of the skills of jump roping.

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns with the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, or audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher can substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.