

Wallenpaupack Area School District Planned Course Curriculum Guide

Department: Physical Education

Name of Course: Kindergarten Physical Education

Course Description:

Revision Date:

Wallenpaupack Area School District Curriculum	
COURSE: Kindergarten Physical Education	GRADE/S: K
UNIT 1: Wellness and Fitness	TIMEFRAME: Year-round

PA COMMON CORE/NATIONAL STANDARDS:

10.4.3A,B,C,D,E,F

10.5.3A,B,C,D

UNIT OBJECTIVES (SWBATS):

- Students will be introduced to physical activities that promote physical fitness and health.
- Students will be able to recognize the positive and negative effects of regular participation in physical activities.
- Students will be able to recognize changes in body responses during physical activity.
- Students will be able to identify likes and dislikes related to participation in physical activities.
- Students will be able to identify reasons why regular participation in physical activities improves motor skills.
- Students will be able to recognize positive and negative interactions of small group activities.
- Students will be able to recognize and use basic movement skills and concepts.
- Students will be able to recognize and describe the concepts of motor skills development.
- Students will be able to know the function of practice.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Flexibility

- Teacher led stretches
- Discussions of why stretching properly is appropriate for the activity
- Warm-ups / Cool-downs
- Yoga

Cardiovascular Endurance

- Jogging/Walking
- Discussions about keeping a pace: how to and why.
- Discussions about heart rate and breathing rate.
- Exercises that increase heart rate (jumping jacks, jump rope, mountain climbers, etc.)
- Games that increase heart rate

Muscular Strength

- Introduction to wall apparatus (pull ups/chin ups)
- Introduction to body weight exercises (push-ups, plank, sit-ups, squats, etc.)

F.I.T.T. Principle

- Begin discussions about frequency (how often to exercise), intensity (how hard to exercise), time (how long to exercise), and type (what kind of exercise).

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Formative assessments pre/post
- Student participation
- Class discussion

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises that work same muscle groups (ex. Shoulder taps instead of push-ups, crunches instead of sit-ups).
- Different levels of challenge

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

OPEN Phys Ed
Shape America
American Heart Association
The PE Specialist

Wallenpaupack Area School District Curriculum	
COURSE: Kindergarten Physical Education	GRADE/S: K
UNIT 2: Body and Spatial Awareness	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,B,E,F 10.5.3A,B,C,	
UNIT OBJECTIVES (SWBATS): • Students will be introduced to physical activities that promote physical fitness and health. • Students will be able to recognize the positive and negative effects of regular participation in physical activities. • Students will be able to recognize that regular participation in physical activities improves motor skills. • Students will be able to recognize positive and negative interactions of small group activities. • Students will be able to recognize and use basic movement skills and concepts. • Students will be able to recognize the concepts of motor skills development. • Students will be able to know the function of practice.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Self-Space: demonstrate a knowledge and understanding of self-space • Finding self-space by utilizing poly spots, hoops, space markers, or other visual aids • Being able to stay in self space while participating in activities • Discuss importance of self-space and safety General Space: safe movement with regard to location (self and others), direction, levels, pathways, speed • Perform locomotor movements in general space in similar/same direction • Discuss and practice levels, pathways, and speed • Participate safely in a variety of games Body Awareness: relationship of body parts moving safely with others • Introduce body control • Introduce copying and performing specific movements	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation • Class discussion	

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/locomotor skills
- Different levels of challenge

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

OPEN Phys Ed
Shape America
American Heart Association
The PE Specialist

Wallenpaupack Area School District Curriculum	
COURSE: Kindergarten Physical Education	GRADE/S: K
UNIT 3: Movement Exploration	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,B,C,D,E,F 10.5.3A,B,C	
UNIT OBJECTIVES (SWBATS): • Students will be introduced to physical activities that promote physical fitness and health. • Students will be able to recognize the positive and negative effects of regular participation in physical activities. • Students will be able to recognize changes in body responses during physical activity. • Students will be able to identify likes and dislikes related to participation in physical activity. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize positive and negative interactions of small group activities. • Students will be able to recognize and use basic movement skills and concepts. • Students will be able to recognize concepts of motor skills development. • Students will be able to know the function of practice.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Discuss, demonstrate, and perform any of the activities below. Discuss critical elements of skills (cues). Perform locomotor movements in a variety of activities. Participate in cooperative games and activities. Locomotor Movements • Walk • Run/jog • Hop • Jump • Skip • Gallop Non-locomotor movements • Bend/stretch • Push/pull • Swing/sway • Twist-turn Balance Activities • Animal walks • Basic rolls • Balance beam • Balancing on one foot	

Cooperation and Sportsmanship

- Partner activities
- Small group
- Positive attitude

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Skill checklist
- Student participation
- Class discussion
- Self/partner/group assessment regarding sportsmanship & cooperation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/locomotor skills
- Different levels of challenge

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

OPEN Phys Ed
Shape America
American Heart Association
The PE Specialist

Wallenpaupack Area School District Curriculum	
COURSE: Kindergarten Physical Education	GRADE/S: K
UNIT 4: Rhythmic Activities	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,D,E, 10.5.3A	
UNIT OBJECTIVES (SWBATS): • Students will be able to identify and engage in physical activities that promote physical fitness and health. • Students will be able to identify likes and dislikes related to participation in physical activity. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize and use basic movement skills and concepts.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Basic Movements, rhythmic exercises, and musical activities: Students identify and apply basic movement patterns during various musical/rhythmic/dance activities. • Cardio drumming (beginner level songs) • Simple Movement Songs ○ Hokey Pokey, Head Shoulders Knees and Toes, Chicken Dance, Baby Shark, Cha-Cha Slide, Freeze Dance, etc. • Creative movements through music • Video instructed dances • Juggling scarves	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Modify exercises so all students can participate • Moving at a slower pace • Give options for exercises/locomotor skills • Different levels of challenge	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): OPEN Phys Ed Shape America American Heart Association The PE Specialist	

Wallenpaupack Area School District Curriculum	
COURSE: Kindergarten Physical Education	GRADE/S: K
UNIT 5: Ball Handling	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,D,E,F 10.5.3A,C	
UNIT OBJECTIVES (SWBATS): • Students will be introduced to physical activities that promote physical fitness and health. • Students will be able to identify likes and dislikes related to participation in physical activity. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize positive and negative interactions of small group activities. • Students will be able to recognize and use basic movement skills and concepts. • Students will be able to know the function of practice.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Exploration • Ball exploration followed by discussion • Around, over, under • Moving the ball with different body parts • Different levels (low, medium, high) Introduce tossing • Self-toss (hand under the ball, toss lightly above head, keep eyes on the object, catch with two hands) ○ Choice of ball size Introduce throwing and catching a variety of objects • Underhand throw (tick, tock, step and toss) or (swing, step, toss) with opposite foot • Overhand throw (sideways to target, object by ear, point, step, and throw) • Catching (face partner, eyes on the object, ready hands, eyes follow the object to hands) Rolling • Get body low, hand position, step with opposite foot, swing, release/follow through Dribbling • Hand Dribble: Hand, fingers, push ball (don't slap), waist-high • Foot Dribble: foot tap (inside of the foot) Kicking • Stationary Ball • Rolling ball • Plant opposite foot, swing, follow through • Kicking at a target • Partners	

Trapping

- Keep on eyes on ball, lift foot, stop ball under your foot

Striking

- Keep It up
 - With hand(s)
 - With implement (paddle, bat, racquet, stick, noodle)
- Stationary objects
- Moving objects
- Off a tee

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Checklist of critical elements
- Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/locomotor skills
- Different levels of challenge
- Different equipment (softer, larger, brighter, lighter as needed)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

OPEN Phys Ed

Shape America

American Heart Association

The PE Specialist

Wallenpaupack Area School District Curriculum	
COURSE: Kindergarten Physical Education	GRADE/S: K
UNIT 6: Manipulative Skills	TIMEFRAME: Year-round
PA COMMON CORE/NATIONAL STANDARDS: 10.4.3A,D,E,F 10.5.3A,B,C	
UNIT OBJECTIVES (SWBATS): • Students will be introduced to physical activities that promote physical fitness and health. • Students will be able to identify likes and dislikes related to participation in physical activity. • Students will be able to identify reasons why regular participation in physical activities improves motor skills. • Students will be able to recognize positive and negative interactions of small group activities. • Students will be able to recognize and use basic movement skills and concepts. • Students will be able to recognize the concepts of motor skill development. • Students will be able to know the function of practice.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Parachute Activities Introduce jump ropes • Jumping over the rope on the ground • Jumping and landing with two feet simultaneously • individually Hula hoops Paddles • Individual Introduce scooters • Focus on basic rules & safety Introduce juggling (i.e. scarves, streamers, beanbags, etc.) Introduce Frisbees • Throwing foam frisbees • Aiming at/hitting a target	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Checklist of critical elements • Student checklist	

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modify exercises so all students can participate

- Moving at a slower pace
- Give options for exercises/skills
- Different levels of challenge
- Different equipment (softer, larger, brighter, lighter as needed)

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

OPEN Phys Ed
Shape America
American Heart Association
The PE Specialist