

Unit of Study 1	Kindergarten	Quarter 1	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		hopping, skipping, running, sliding, galloping, jumping, landing, balancing, curling, stretching, rolling, sharing	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> ○➤ K.1.1 Perform hopping, galloping, running, sliding, skipping, jumping, and landing while maintaining balance • K.1.3 Contrast the actions of curling and stretching the body • K.1.6 Transfer weight from one foot to another using various speeds • K.1.7 Roll sideways in a narrow body shape • K.2.1 Differentiate between movement in personal space and general space ○➤ K.4.1 Follow directions in a group setting (e.g., safe behaviors, following rules, taking turns) and recognize responsible behavior while following instruction with teacher prompt and minimal reminders ○➤ K.4.2 Share equipment with others ○➤ K.4.3 Understand established procedures for class activities 		<ul style="list-style-type: none"> • hopping • galloping • running • sliding • skipping • jumping • landing • balance • curling • stretching • speeds • rolling • sideways • narrow • personal space • general space • directions • safe behavior • taking turns • rules • sharing 	<ul style="list-style-type: none"> • Locomotor skills relays. • Learning personal space and open space • Learning how to share equipment with partner • Learning class expectations and procedures
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Name the different locomotor skills. • Show how to find personal space. • Explain how to share equipment with others. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 2	Kindergarten	Quarter 2	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		performing, dancing, volleying, traveling/moving, participating	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> • K.1.2 Perform locomotor skills in response to teacher led creative dance • K.1.4 Maintain momentary stillness on different bases of support • K.1.5 Form wide, narrow, curled, and twisted body shapes • K.1.14 Volley a lightweight object (e.g., a balloon), sending it upward ○→ K.2.2 Travel in three different pathways ○→ K.2.3 Travel in general space with different speeds • K.3.1 Identify active play opportunities outside physical education class ○→ K.3.2 Actively participate in physical activities in class 		<ul style="list-style-type: none"> • locomotor skills • creative dance • wide • narrow • curled • twisted • volleying • traveling • pathways • general space • speeds • participating activities 	<ul style="list-style-type: none"> • Locomotor skills unit • Volleying lightweight objects, i.e., balloons • Moving and traveling in open areas while having personal space • Moving or traveling in different pathways
Physical Education Language Objectives			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 3	Kindergarten	Quarter 3	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		catching, bouncing, tapping, kicking, jumping	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> ○➤ K.1.8 Drop a ball and catch it before it bounces twice ○➤ K.1.9 Catch a large ball tossed by a skilled thrower ○➤ K.1.12 Tap a ball using the inside of the foot, sending it forward ○➤ K.1.13 Kick a stationary ball from a stationary position • K.1.17 Jump a long rope with teacher assisted turning • K.3.5 Recognize the role proper hydration is necessary during physical activity • K.5.1 Recognize that physical activity is important for good health • K.5.2 Acknowledge that some physical activities are challenging and difficult 		<ul style="list-style-type: none"> • catching • bouncing • tapping • kicking • jumping • stationary • long rope • hydration • physical activity • good health • challenging • difficult 	<ul style="list-style-type: none"> • Learning to bounce and catch a playground ball • Learning to tap and dribble a soccer ball using the inside of the foot • Kicking a ball from a stationary position • Why is physical activity important for their body/brain
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Show how to drop and catch a playground ball. • Explain and tell the cues of how to catch a ball from another student. • Show how to jump a rope one time. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 4	Kindergarten	Quarter 4	Physical Education 01/17/17
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<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		underhand tossing, dribbling, striking, jumping	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> ○➤ K.1.10 Toss underhand with opposite foot forward ○➤ K.1.11 Dribble a ball with one hand, attempting the second contact • K.1.15 Strike a lightweight object with a short-handled implement ○➤ K.1.16 Execute a single jump with a self-turned rope • K.3.3 Recognize that when you move fast, your heart beats faster and you breathe more heavily • K.3.4 Recognize that food provides energy for physical activity • K.5.3 Identify physical activities that are enjoyable • K.5.4 Discuss the enjoyment of participating in activities with others 		<ul style="list-style-type: none"> • tossing • dribbling • striking • jumping • heart beat • breathing • physical activity • participating 	<ul style="list-style-type: none"> • Underhand toss unit • Learning to dribble with each hand • Learning to strike an object with a short-handled implement
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Show how to toss a beanbag underhand to an object. • Tell and demonstrate how to dribble a ball with one hand. • Describe what games or activities you like to participate in class. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			