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# Park Hill School District

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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.

### **Scope and Sequence:**

<b>Timeframe</b>	<b>Unit</b>	<b>Instructional Topics</b>
10 - 12 weeks	Introductory Skills	Topic 1: Foundations of PE Topic 2: Fundamentals of Movement
22 – 25 weeks	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness
6 – 8 weeks	Advanced Skills	Topic 1: Fundamentals of Movement

## Unit 1: Introductory Skills

**Subject:** Physical Education

**Grade:** Kindergarten

**Name of Unit:** Introductory Skills

**Length of Unit:** 10 - 12 weeks

**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.

**Priority Standards for unit:**

- PA2AKa Demonstrate the ability to share, be cooperative and safe with others
- PA3AKa Demonstrate safe use of general and personal space
- MP1EKc Recognize the difference between general and personal space
- MP1AKa Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)
- FS1EKa Show the location of the heart

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 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

**Essential Questions:**

1. Why is personal space important as it relates to safety?
2. What does it look like to use cooperation?
3. Can you show the location of the heart?
4. What are some different locomotor skills that you can demonstrate in general space?

**Enduring Understanding/Big Ideas:**

1. Personal space is a small area around each individual in which they feel comfortable.
2. Cooperation is encouraging, sharing and helping others.

3. Where I put my hand when I say the pledge; Point to upper left side of chest.
4. Some 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**

**Engaging Experience 1**

**Title:** Practicing general and personal space

**Suggested Length of Time:** 5 - 7 weeks

**Standards Addressed**

*Priority:*

- PA2AKa Demonstrate the ability to share, be cooperative and safe with others
- PA3AKa Demonstrate safe use of general and personal space
- MP1EKc Recognize the difference between general and personal space
- FS1EKa Show the location of the heart

**Detailed Description/Instructions:** One way 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” (touching each other) and while following the “rules of the road” (teacher directions).

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

## Topic 2: Fundamentals of Movement

### **Engaging Experience 1**

**Title:** Practicing locomotor skills

**Suggested Length of Time:** 4 - 7 weeks

#### **Standards Addressed**

*Priority:*

- MP1AKa Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)

*Supporting:*

**Detailed Description/Instructions:** Aliens from Mars is a tag game where students move across the length of the gym. Choose 2-4 Aliens, give them tagging noodles, and have them stand in the center of the gym. The Aliens call a color. If students have that color on their shirt or pants, they get a free pass across the gym. When passing across the gym the teacher will call out a locomotor skill such as skipping. On the whistle, all students not wearing that color will use that same locomotor skill to cross the gym without being tagged by the Aliens. Aliens also move using the same locomotor skill. If students are tagged, they sit on the floor and become Floor Aliens (who are planted on the floor & can also tag others moving).

**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:** 22 - 25 weeks

**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:**

- MP1AKa Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)
- MP1BKa Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn.
- MP1FKb Demonstrate chasing, fleeing, dodging
- MP1CKa Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)
- PA1DKa Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)
- MP1EKa Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee)
- FS1BKa Tell why people have muscles
- FS1CKa Tell why people have bones
- HM1AKa Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)
- HM2BKa Recognize we need a variety of foods each day

**Supporting Standards for unit:**

- FS1EKa Show the location of the heart
- PA2AKa Demonstrate the ability to share, be cooperative and safe with others
- PA3AKa Demonstrate safe use of general and personal space
- MP1EKc Recognize the difference between general and personal space

Unwrapped Concepts (Students need to know)	Skills Unwrapped (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., push, pull, bend, twist, stretch, turn.	Demonstrate	Apply	2
chasing, fleeing, dodging	Demonstrate	Apply	2
manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)	Demonstrate	Apply	2
major 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., left hand to left shoulder, right elbow to left knee)	Identify	Understand	1
why people have muscles	Tell	Remember	1
why people have bones	Tell	Remember	1
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. What purpose do bones and muscles serve?
2. Can you identify these major body parts (head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes) and move in relationship to other body parts?
3. What can you do to increase your overall fitness/health?
4. Why is it important to eat from a variety of food groups?
5. What are examples of locomotor and non-locomotor skills?
6. What are manipulative skills used in large muscle movements?

### **Enduring Understanding/Big Ideas:**

1. Strong muscles help to hold posture and to move bones (body). Strong bones support and give structure to the body.
2. 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 left shoulder, touch your left elbow to your right knee, etc.).
3. Students should become more physically active, and eat from a variety of food groups to maintain overall health.
4. 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).
5. Manipulative skills include rolling, throwing catching, and kicking.

**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

**Engaging Experience 1****Title:** Gross Motor Movements**Suggested Length of Time:** 12 - 16 weeks**Standards Addressed***Priority:*

- MP1AKa Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)
- MP1BKa Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn.
- MP1FKb Demonstrate chasing, fleeing, dodging
- MP1CKa Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)

**Detailed Description/Instructions:** Sharks & and Sailors - There are 4 tumbling mats (ships) spread out on gym floor. Select 2-4 students to be sharks (taggers). Everyone else is a sailor standing on one of the ships. On the teacher's whistle, the sailors must leave their ship and move to another ship. The teacher will indicate what type of locomotor movement students will use to move around the gym (skip, gallop, hop, etc.). If a shark tags a sailor, the sailor must sit down on the floor with their hands up to be rescued. To rescue a tagged sailor, another sailor(s) must gently pull them (both hands) back to a ship. Discuss the non-locomotor skills in relation to safe movements, rescuing sailors, and safety rules.

**Bloom's Levels:** Apply**Webb's DOK:** 2

## Topic 2: Fitness

### **Engaging Experience 1**

**Title:** Body Part awareness

**Suggested Length of Time:** 10 - 12 weeks

### **Standards Addressed**

*Priority:*

- PA1DKa Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)
- MP1EKa Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee)
- FS1BKa Tell why people have muscles
- FS1CKa Tell why people have bones
- HM1AKa Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)
- HM2BKa Recognize we need a variety of foods each day

**Detailed Description/Instructions:** One way this can be done is to play Hokey Pokey and watch students identify body parts as the songs asks for different parts of the body to move in and out of the circle.

Another activity is to play scooter freeze tag where students have to travel on certain body parts as directed in a safe manner.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

### Engaging Scenario

**Going on a Picnic** - Divide into four teams with hula hoops (picnic basket) 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 foods 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:** 6 - 8 weeks

**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:**

- MP1DKa Demonstrate introductory individual stunts (e.g., crab walk, bear walk, inchworm)
- MP1FKa Demonstrate cooperation with partners and small groups to accomplish a game objective

**Supporting Standards for unit:**

- FS1EKa Show the location of the heart
- MP1AKa Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)
- MP1BKa Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn.
- MP1FKb Demonstrate chasing, fleeing, dodging
- MP1CKa Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)
- PA1DKa Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)
- MP1EKa Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee)
- FS1BKa Tell why people have muscles
- FS1CKa Tell why people have bones
- HM1AKa Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)
- HM2BKa Recognize we need a variety of foods each day
- PA2AKa Demonstrate the ability to share, be cooperative and safe with others
- PA3AKa Demonstrate safe use of general and personal space
- MP1EKc Recognize the difference between general and personal space

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
introductory individual stunts (e.g., crab walk, bear walk, inch worm)	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

**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?

**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, cart wheel, balance skills).
2. Students will demonstrate cooperation, communication, problem-solving, critical thinking skills to accomplish a game/activity safely.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
balance, muscles, cooperation, partner	

**Topic 1: Fundamentals of Movement**

**Engaging Experience 1**

**Title:** Individual and Partner Activities

**Suggested Length of Time:** 6 - 8 weeks

**Standards Addressed**

*Priority:*

- MP1DKa Demonstrate introductory individual stunts (e.g., crab walk, bear walk, inch worm)
- MP1FKa Demonstrate cooperation with partners and small groups to accomplish a game objective

*Supporting:*

**Detailed Description/Instructions:**

One way is to use Individual and Group Tumbling/Movement Activities - Students will work individually, with partner, and/or in small groups to perform various tumbling and movement activities in mat stations (animal movements, rolls, small group balancing stunts, etc.)

**Bloom's Levels:** Apply

**Webb's DOK:** Level 2

**Engaging Scenario**

**Student Tumbling Showcase** - Students will take turns demonstrating their favorite animal movement, roll, and partner/group tumbling stunt in small groups with tumbling mats.

## 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 in order 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 to the level of rigor stated in the standards.

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

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



**Symbols:**

This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.