Kindergarten Physical Education

Content Area: **Sample Content Area**
Course(s):
Time Period: **1st Trimester**
Length: **40 Weeks**
Status: **Not Published**

Course Overview

Statement of Purpose

The purpose of the Kindergarten Physical Education course is to provide students with opportunities to explore physical education areas such as (Fitness & skills, Locomotor Movements, Throwing/Catching, Striking with an Implement & Kicking, and Dance) that will enable them to become lifelong successful learners in making good choices about healthy living and life-long fitness.

Physical and health-literate students become individuals who are able to address their own health needs along with the needs of others. Achieving these student-driven goals will contribute to improved academic performance, as well as positive self-esteem, nutrition awareness, sportsmanship, and teamwork. Wellness and fitness can be defined as a way of life that emphasizes health promotion measures such as exercising on a regular basis and maintaining a healthy quality of life through fitness.

Across the grades, students will show a progression of concept and skill from one grade to the next. In the elementary grades, the focus will be on movement concepts, skill themes, health-related fitness, and character development. Initially the focus will be on the movement concepts of space awareness, effort, and relationships. As they master these concepts students will be introduced to skill themes. Skill themes are generic, and not tied to a specific sport or activity, but rather they build basic skills needed across structured activities. Teachers may select from the list of activities throughout the Movement Skills and Concept, Physical Fitness, and Lifelong Fitness units based on an individual school's facilities and equipment available.

Summary of the Course

Kindergarten Physical Education is a required course designed specifically for Kindergarten learners. The course provides students with the skills needed to make decisions that will impact life today and in the future as well as transition them into the First Grade Physical Education setting. Topics include: Fitness & skills, Locomotor Movements, Throwing/Catching, Striking with an Implement & Kicking, and Dance.

The course will provide the students all necessary knowledge through four instructional units. The units will focus on specific introduction to sport concepts, skills and exercises and will be the beginning

benchmark for Physical Education at the Elementary level. Teachers are encouraged to use multiple forms of assessment to ensure students have acquired the necessary skills and benchmarks required by the NJSLS. Summative assessments should be done at the end of each lesson and unit. They can include lesson performance tests for individual unit skills, skill application in partner, group or game setting, class application of skill and concepts and any other form of assessment that the teacher sees fit. Formative assessments should also be used throughout each lesson to check for understanding and gauge student skill levels. In order to address a wide variety of student skill levels, teachers should differentiate instruction to appropriately challenge all students in the class. Finally, modifications should be made that address students with Individualized Educational Plans (IEP), Multilingual Learners (ML), and those requiring other modifications (504 plans).

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

· The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.

· Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom and include family involvement i.e., go to the park and apply the throwing and catching skill, watch a basketball game and discuss the bounce pass, or join the local 5k held in town.

· Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.

· Instruction should be differentiated to allow students the best opportunity to learn.

· Assessments should be varied and assess topics of instruction delivered in class.

· Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), Multilingual Learners (ML), and those requiring other modifications (Academically At Risk/Specific 504 plans).

Course Name, Length, Date of Revision and Curriculum Writer

COURSE NAME: KINDERGARTEN PHYSICAL EDUCATION

LENGTH: 3 TRIMESTERS

DATE OF REVISION: 2025

CURRICULUM WRITER: LINDSEY CAVALIERI

Table of Contents

Unit 10: Physical Fitness and Lifelong Fitness

Content Area: **Sample Content Area**
Course(s): **Physical Education**
Time Period: **1st Trimester**
Length: **6 weeks**
Status: **Published**

Summary of the Unit

- Demonstration of body movement with confidence in a variety of age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
- Analyze teacher feedback and how it impacts and improves the learning of movement skills and concepts.
- Demonstration of teamwork consists of effective communication and respect among class and team members.

- Apply the components of fitness that contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
- Identify how wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
- Engage in both static and dynamic stretches to begin lessons, and the importance of warming up before activity.
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- Respect and appreciate all levels of ability and encourage with care during all physical activities.
- Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new).
- Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- Engages actively in physical education class in response to instruction and practice.
- Demonstrates warm up and cool down relative to the cardiorespiratory fitness assessment.
- Works independently with others in partner environments.

Enduring Understandings

- Identify and understand the benefits of participating in individual and team sports.
- Demonstrate or explain spatial awareness and movement principals during activities.
- Apply terminology, rules, and safety principals appropriate for skills for individual and team sports and concepts.
- Demonstrate proper sportsmanship during game play.
- Identify the 5 components of health relate fitness.
- Describe the basic features of the heart and lungs.
- Accepts specific corrective feedback.

Essential Questions

- Why is it important to participate in physical activities outside of school and physical education class?
- What benefits can regular exercise provide for our bodies as we get older?
- Why is sportsmanship important and how does sportsmanship transfer into the real world?
- How does following the rules keep my classmates and I safe in class?
- What makes physical activity meaningful?
- How can I use what I learn in physical education at home?
- Why is it important to be physically active?
- What are locomotor/non-locomotor skills?
- Why are movement skills important?
- How do locomotor skills affect me?
- Why is it important to show good sportsmanship and follow the rules when others do not?
- What is the difference between locomotor movement and non-locomotor movement, and how are the movements used daily?
- How can understanding movement concepts improve performance?
- What can we do to be physically active and why is it important to be active every day?

Summative Assessment and/or Summative Criteria

- Class participation
- Performance tests
- Cooperative activities
- Skills application

Resources

- Poly Spots

- Cones
- Hula Hoops
- Yarn Balls
- Bean Bags
- Scarves
- sparkfamily.org
- https://openphysed.org/
- https://www.shapeamerica.org/
- https://www.dynamicpeasap.com/pages/
- https://www.shapeamerica.org/events/healthmovesminds/lessons_and_activities.aspx
- https://www.shapeamerica.org/MemberPortal/standards/pe/default.aspx

Unit Plan

Topic/Selection	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
Introduction to Physical Education, Rules and Expectation and Spatial Awareness 5 Days / Ongoing	Students will be able to explain what the rules and expectations are in the gymnasium and be able to demonstrate the difference between personal space and general space.	Students will be introduced to the rules and expectations of the gymnasium. Students will learn about Orientation, Personal Space and General Space. Students will engage in learning personal space and general space and respecting their peers' personal space. Teachers will stress that Physical Education is similar to Reading/Math/Science class and is not "free play" or "recess" and needs to be participated with safety at all times	Teacher Evaluation Class participation Exit tickets / Turn and talks

Health Related Fitness Components & Stretching 5 days / Ongoing	Identify strategies to improve cardiovascular, muscular strength, muscular endurance, flexibility and body composition. Identify multiple body parts and relating the names of those stretches to those body parts safely.	Students will be introduced to the 5 Health Related Fitness components and strategies to improve in those areas. Students will also be completing personal and peer assessments to record data to show improvement. Students will review proper and safe stretching and why it is important to stretch daily and before and after exercise.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Locomotor Movements & Non-locomotor Movements 5 Days / Ongoing	Students will be able to explain and demonstrate the 8 locomotor movements taught in class. Students will be able to identify a peer demonstrating a specific type of locomotor skill.	Students will be exposed to the 8 locomotor skills, intertwining their knowledge of personal and general space.	Teacher Evaluation Self-Evaluation Class discussion regarding spatial awareness
Introduction to muscular strength and endurance exercises 5 Days / Ongoing	Students will be able to perform s muscular strength and endurance exercises that will be used throughout the year. (Push ups, sit ups, mountain climbers, planks.) Students will be able to explain what these exercises can do for us and the importance of building muscular strength and endurance.	Students will learn and demonstrate strength skills which will be introduced during the class warm up. Students will then participate in different games and activities that incorporate the exercises throughout the unit.	Teacher evaluation Peer evaluation Review of skill cues Review of muscle groups
Introduction to cardiovascular exercises	Student will be able to perform cardiovascular exercises and understand the importance of doing this type of physical activity in everyday life outside of the classroom setting.	Students will learn and demonstrate strength skills which will be introduced during the class warm up. Students will then participate in different games and activities that incorporate the exercises throughout the unit.	Teacher evaluation

5 days / Ongoing			Peer evaluation Review of skill cues
Levels and Directions; Incorporating muscular strength, endurance and cardiovascular exercises 5 Days / Ongoing	Students will be able to perform different locomotor and non-locomotor, muscular strength, endurance and cardiovascular exercises at a high level, medium level and low levels. Students will be able to identify peers who are performing a locomotor, muscular strength, endurance and cardiovascular skills at a high level, medium level and low level. Students will be able to explain what directions a specific student is moving.	Students will be introduced to moving in general space at different levels (low, medium, high). Additionally, students will be introduced to directions, including clockwise and counterclockwise.	Teacher Evaluation Peer Evaluation

Unit Vocabulary

Orientation and Personal Space/General Space

Personal Space

General Space

Forwards

Backwards

Locomotor Movements

Non-Locomotor Movements

Run

Jump

Leap

Gallop

Slide

Skip

Hop

Spatial Awareness

Spatial Awareness

Body Awareness

Pathways

Straight

Zig-Zag

Curved

Leading

Following

Twist

Bent and Curled

Shake

Swing

Sway

Turn

Rise

Sink

Leader

Follow

Perimeter

Relationships

Over

Under

Around

Through

On

Off

Near

Far

In front

Behind

Together

Apart

Directions

Clockwise

Counter Clockwise

Tempo

Fast

Slow

5 Components of Fitness

Cardiovascular Endurance

Muscular Strength

Muscular Endurance

Fitness Concepts

Body Composition

Circuit

Modified Push Ups

Curl Ups

Forward Lunges

Side Lunges

Squats

Triceps Dips

Muscles

Hamstring

Quadriceps

Triceps

Oblique

Abdominal

Stretching

Shoulder and Back

Triceps

Pectorals

PE.1.2.1	Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
PE.1.2.4	Demonstrates non locomotor skills with the concepts of space, effort, and relationship awareness.
PE.1.2.5	Demonstrates balancing on different body parts in a non-dynamic environment.
PE.2.2.1	Recognizes personal space and where to move in general space.
PE.2.2.6	Identifies physical activities that contribute to fitness.
PE.2.2.7	Recognizes the importance of stretching before and after physical activity.
PE.2.2.8	Identifies the heart as a muscle that gets stronger with physical activity.
PE.2.2.9	Recognizes that regular physical activity is good for their health.
PE.2.2.10	Recognizes physiological changes in their body during physical activities.
PE.2.2.11	Recognizes food and hydration choices that provide energy for physical activity.
PE.3.2.1	Recognizes the feelings of others during a variety of physical activity.
PE.3.2.2	Demonstrates ability to encourage others.
PE.3.2.3	Uses communication skills to share space and equipment.
PE.3.2.4	Responds appropriately to directions and feedback from the teacher.
PE.3.2.5	Demonstrates respectful behaviors that contribute to positive social interactions in movement.
PE.3.2.6	Describes why following rules is important for safety and fairness.
PE.3.2.7	Makes safe choices with physical education equipment.
PE.3.2.8	Discusses problems and solutions with teacher support in a physical activity setting.
PE.3.2.9	Makes fair choices as directed by teacher.
PE.3.2.10	Identifies and participates in physical activities representing different cultures.
PE.4.2.1	Identifies physical activities that can meet the need for self-expression.
PE.4.2.2	Identifies physical activities that can meet the need for social interaction.
PE.4.2.3	Lists ways that movement positively affects personal health.
PE.4.2.4	Identifies preferred physical activities based on personal interests.
PE.4.2.5	Recognizes individual challenges through movement.
PE.4.2.6	Sets observable short term goals.
PE.4.2.7	Recognizes movement strengths and the need for practice for individual improvement.

PE.4.2.8	Recognizes the opportunity for physical activity within physical education class.
PE.4.2.9	Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.
PE.4.2.10	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.
HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
PHYS.K.S1.E1.K	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
PHYS.K.S1.E7.Ka	Maintains momentary stillness on different bases of support.
PHYS.K.S1.E7.Kb	Forms wide, narrow, curled and twisted body shapes.
PHYS.K.S1.E9.K	Rolls sideways in a narrow body shape.
PHYS.K.S1.E10.K	Contrasts the actions of curling and stretching.
PHYS.K.S2.E1.Ka	Differentiates between movement in personal (self-space) and general space.
PHYS.K.S2.E1.Kb	Moves in personal space to a rhythm.
PHYS.K.S2.E2.K	Travels in three different pathways.
PHYS.K.S2.E3.K	Travels in general space with different speeds.
PHYS.K.S3	demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
PHYS.K.S3.E1.K	Identifies active-play opportunities outside physical education class.
PHYS.K.S3.E2.K	Participates actively in physical education class.
PHYS.K.S3.E3.K	Recognizes that when you move fast, your heart beats faster and you breathe faster.
PHYS.K.S3.E6.K	Recognizes that food provides energy for physical activity.
PHYS.K.S4.E1.K	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).

PHYS.K.S4.E2.K	Acknowledges responsibility for behavior when prompted.
PHYS.K.S4.E3.K	Follows instruction and directions when prompted.
PHYS.K.S4.E4.K	Shares equipment and space with others.
PHYS.K.S4.E5.K	Recognizes the established protocol for class activities.
PHYS.K.S4.E6.K	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.
PHYS.K.S5.E1.K	Recognizes that physical activity is important for good health.
PHYS.K.S5.E2.K	Acknowledges that some physical activities are challenging/difficult.
PHYS.K.S5.E3.Ka	Identifies physical activities that are enjoyable.
PHYS.K.S5.E3.Kb	Discusses the enjoyment of playing with friends.

Suggested Modifications for Special Education, MLs, Academically Struggling, Students with 504s, and Gifted Students

- Consistent with individual plans, when appropriate
- Restructure lesson using UDL principles
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Show a video or picture prior to the lesson so students have a visual of the activity.
- Pair up students that can communicate with each other.
- Show a video or model the skill prior to the lesson so students have a visual of the performance task.
- Use technology to incorporate a virtual component.
- Use a variety of prompt and gesture, physical prompts to help with foot positioning or balance and hand gestures to give better clarity and directions.
- Use skills cards/pictorial task cards to remind students of locomotor skills.
- Give positive feedback and reinforce during on task behavior to create momentum.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Provide ML students with multiple literacy strategies including websites with various language options.

- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

- Students will work solo, in pairs and groups throughout the unit
- Whole group and turn and talk discussions on sportsmanship and teamwork with be held throughout the unit
- Students will participate in problem solving and cooperative activities with multiple classmates

MATH.K.CC.A.1	Count to 100 by ones and by tens.
MATH.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MATH.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
MATH.K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger. Include groups with up to ten objects.
MATH.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.

MATH.K.OA.A.1	Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MATH.K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
MATH.K.OA.A.5	Demonstrate accuracy and efficiency for addition and subtraction within 5.
MATH.K.M.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MATH.K.M.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
MATH.K.M.B.3	Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.
MATH.K.DL.A.1	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MATH.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
MATH.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MATH.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MATH.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
MATH.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Unit 20: Movement Skills and Concepts

Content Area: **Sample Content Area**
Course(s): **Physical Education**
Time Period: **1st Trimester**
Length: **9 weeks**
Status: **Published**

Summary of the Unit

- Display the components of sportsmanship throughout all activities.
- Demonstrate an understanding of knowing how to move at different levels (low, medium, high), different directions (forward, right, left, up, down), and different pathways (straight, curved, zigzag)
- Demonstrate locomotor skills, such as running, jumping, skipping, hopping, running, walking, crawling, sliding, and galloping.
- Demonstrate non-locomotor skills such as jumping/landing, jumping jacks, marching, high knees.
- Apply skill cues from previous lessons, into a movement activity.
- Combine balance and weight transfer skills in a movement sequence.
- Describe the skill cues of locomotor and non-locomotor movements.
- Analyze self and peers with movements.
- Verbalize boundaries and safety rules while moving in general and/versus personal space.

Enduring Understandings

- Know terminology, rules and safety principals appropriate for locomotor movements in personal and general space.
- Apply skill cues and techniques appropriately in games and activities for successful outcomes.
- Understand how to implement locomotor skills for speed and direction to enhance game situations.
- Assess the performance of self and others in skill movements.
- Demonstrate proper sportsmanship during activity.

Essential Questions

- What is the difference between moving in personal versus general space?
- Why is it important to control our bodies when participating in physical activity?
- When are locomotor skills used in everyday life, sports, leisure activities and/or dance?
- What is the difference between a jump and a hop?
- Describe the importance of arm swing in a jump.
- What does the word momentum mean?

Summative Assessment and/or Summative Criteria

- Class participation
- Performance tests
- Cooperative activities
- Skills application
- Peer Evaluation

Resources

- Cones
- Poly Spots
- sparkfamily.org
- https://kiddo.edu.au/school/skills/jumping
- https://casel.org/
- https://openphysed.org/
- https://www.shapeamerica.org/events/healthmovesminds/lessons_and_activities.aspx

- https://www.shapeamerica.org/MemberPortal/standards/pe/default.aspx
- https://www.ssww.com/blog/how-to-teach-locomotor-skills-for-pe/

Unit Plan

Topic/ Selection	General Objectives	Instructional Activities	Suggested Benchmar Assessments
Locomotor/Non-locomotor Movement application of skills in personal and general space 5 Days / Ongoing	Students will be able to explain and demonstrate the cues by differentiating locomotor and non-locomotor movements in personal and general space. Students will be able to apply skills to individual situations and scenarios.	Students will discuss and demonstrate locomotor movements (walking, jogging, running, hopping, skipping, galloping) and allow students to practice while making corrections. Tempo, pathways, levels, speeds, and strategy will be applied to various games which incorporate all skills and both types of space.	Teacher Evaluation Class participation Exit tickets / Turn and
Animal Movements, Pathways, Speed, Levels 5 Days / Ongoing	Students will be given the opportunity build on basic locomotor skills while maintaining spatial awareness.	Students will create a toolbox of different animal movements to be able to build extensions of games and activities. Teacher will challenge students to be creative in the way they move while also keeping control of their bodies and keeping space from peers. Students will be given opportunities for creativity within boundaries and learned movements.	Teacher Evaluation Class participation Exit tickets / Turn and
Jumping & Landing 5 Days / Ongoing	Students will demonstrate how to jump and land, while verbally carrying out the cues. Students will identify 5 critical elements for jumping and landing in a horizontal plane using a two-foot take off and landings.	Students will be introduced to jumping and landing. Students will be focusing on their balance and transferring of weight, while utilizing their own personal space.	
Locomotor movement games 10 Days / Ongoing	Students will apply tactics of movements in participation of games that will use locomotor movements they have learned. Students will discuss and verbalize the use of strategy and safety during game play.	Students will participate in tag games with progressions. Locomotor games should start with pairs, groups and lastly teams for whole group games. Spatial awareness cues should be incorporated into game play. Games should include keeping a score to incorporate winning, losing and teamwork/sportsmanship. Games should also include sorting and	Teacher observation Student feedback

		colors, shapes, and various types of equipment.	Class discussion
Tag Games 10 Days / Ongoing	Students will be able to explain boundaries, what safe tagging looks like in addition to dodging techniques including unit vocabulary.	Students will participate in tag games with progressions. Tagging games should start with one tagger, in a whole group setting to multiple taggers, multiple games, and tagging objects. Safety and boundaries should be emphasized as main goals of the activity.	Teacher observation Class discussions
Cooperative Games 10 Days / Ongoing	Students will demonstrate work in small groups in the affective domain to complete a task focusing on communication and SEL skills.	Students will work cooperatively with one another on a series of activities. Lessons do not need to build upon one another and can be it's own weekly theme.	Teacher observation Class discussions

Orientation and Personal Space/General Space

Personal Space

General Space

Forwards

Backwards

Non-Locomotor Movements

Locomotor Movements

Run

Jump

Leap

Gallop

Slide

Skip

Hop

Frog Jump

Gorilla Walk

Kangaroo Jump

Bear Walk

Crab Walk

Cat Crawl

Tip Toe

Spatial Awareness

Spatial Awareness

Body Awareness

Pathways

Straight

Zig-Zag

Curved

Leading

Following

Twist

Bent and Curled

Shake

Swing

Sway

Turn

Rise

Sink

Leader

Follower

Perimeter

Relationships

Over

Under

Around

Through

On

Off

Near

Far

In Front

Behind

Together

Apart

Character Education

Honesty

Responsibility

Honor

Respect

Trustworthy

Fair

Kindness

PE.1.2.1	Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
PE.1.2.2	Demonstrates jumping and landing in a non-dynamic environment.
PE.1.2.3	Demonstrates transferring weight on multiple body parts.
PE.1.2.4	Demonstrates non locomotor skills with the concepts of space, effort, and relationship awareness.
PE.1.2.5	Demonstrates balancing on different body parts in a non-dynamic environment.
PE.1.2.6	Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.
PE.1.2.7	Demonstrates rolling a ball in a variety of non-dynamic practice tasks.
PE.1.2.8	Demonstrates catching in a variety of non-dynamic practice tasks.
PE.2.2.1	Recognizes personal space and where to move in general space.
PE.2.2.2	Identifies simple strategies in chasing and fleeing activities.
PE.2.2.3	Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.
PE.2.2.4	Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.
PE.2.2.6	Identifies physical activities that contribute to fitness.
PE.3.2.1	Recognizes the feelings of others during a variety of physical activity.

PE.3.2.2	Demonstrates ability to encourage others.
PE.3.2.3	Uses communication skills to share space and equipment.
PE.3.2.4	Responds appropriately to directions and feedback from the teacher.
PE.3.2.5	Demonstrates respectful behaviors that contribute to positive social interactions in movement.
PE.3.2.6	Describes why following rules is important for safety and fairness.
PE.3.2.7	Makes safe choices with physical education equipment.
PE.3.2.8	Discusses problems and solutions with teacher support in a physical activity setting.
PE.3.2.9	Makes fair choices as directed by teacher.
PE.3.2.10	Identifies and participates in physical activities representing different cultures.
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
PHYS.K.S1.E1.K	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
PHYS.K.S1.E7.Ka	Maintains momentary stillness on different bases of support.
PHYS.K.S1.E7.Kb	Forms wide, narrow, curled and twisted body shapes.
PHYS.K.S1.E9.K	Rolls sideways in a narrow body shape.
PHYS.K.S1.E10.K	Contrasts the actions of curling and stretching.
PHYS.K.S2.E1.Ka	Differentiates between movement in personal (self-space) and general space.
PHYS.K.S2.E1.Kb	Moves in personal space to a rhythm.
PHYS.K.S2.E2.K	Travels in three different pathways.
PHYS.K.S2.E3.K	Travels in general space with different speeds.

PHYS.K.S3.E1.K	Identifies active-play opportunities outside physical education class.
PHYS.K.S3.E2.K	Participates actively in physical education class.
PHYS.K.S3.E3.K	Recognizes that when you move fast, your heart beats faster and you breathe faster.
PHYS.K.S3.E6.K	Recognizes that food provides energy for physical activity.
PHYS.K.S4.E2.K	Acknowledges responsibility for behavior when prompted.
PHYS.K.S4.E3.K	Follows instruction and directions when prompted.
PHYS.K.S4.E4.K	Shares equipment and space with others.
PHYS.K.S4.E5.K	Recognizes the established protocol for class activities.
PHYS.K.S4.E6.K	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.
PHYS.K.S5.E1.K	Recognizes that physical activity is important for good health.
PHYS.K.S5.E2.K	Acknowledges that some physical activities are challenging/difficult.
PHYS.K.S5.E3.Ka	Identifies physical activities that are enjoyable.
	Developmentally appropriate/emerging outcomes first appear in Grade 2.
	Developmentally appropriate/emerging outcomes first appear in Grade 1.

Suggested Modifications for Special Education, MLs, Academically Struggling, Students with 504s, and Gifted Students

- Consistent with individual plans, when appropriate
- Restructure lesson using UDL principles
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Show a video or picture prior to the lesson so students have a visual of the activity.
- Pair up students that can communicate with each other.
- Show a video or model the skill prior to the lesson so students have a visual of the performance task.
- Use technology to incorporate a virtual component.
- Use a variety of prompt and gesture, physical prompts to help with foot positioning or balance and hand gestures to give better clarity and directions.
- Use skills cards/pictorial task cards to remind students of locomotor skills.
- Give positive feedback and reinforce during on task behavior to create momentum.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables,

multimedia, modeling).

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Provide ML students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

- Students will work solo, in pairs and groups throughout the unit.
- Whole group and turn and talk discussions on sportsmanship and teamwork with be held throughout the unit.
- Students will participate in problem solving and cooperative activities with multiple classmates.

MATH.K.CC.A.1	Count to 100 by ones and by tens.
MATH.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of

	having to begin at 1).
MATH.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
MATH.K.CC.B.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
MATH.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
MATH.K.OA.A.1	Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MATH.K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
MATH.K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
MATH.K.OA.A.5	Demonstrate accuracy and efficiency for addition and subtraction within 5.
MATH.K.M.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MATH.K.M.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
MATH.K.M.B.3	Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.
MATH.K.DL.A	Classify objects and count the number of objects in each category
MATH.K.DL.A.1	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MATH.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MATH.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MATH.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
MATH.K.G.B.6	Compose simple shapes to form larger shapes.

Unit 30: Manipulatives

Content Area: **Sample Content Area**
Course(s): **Physical Education**
Time Period: **2nd Semester**
Length: **15 weeks**
Status: **Published**

Summary of the Unit

- Demonstrate an overhand throw to a partner and target.
- Demonstrate an underhand toss to a partner and target.
- Demonstrate a bounce and chest pass to a partner.
- Demonstrate a volley to self and a partner.
- Demonstrate striking an object with an implement.
- Examine force behind throwing and tossing an object and how weight transfer will changed based on the weight of an object.
- Differentiate dominant and non-dominant hands and feet.
- Relate throwing and catching skills to real world sports and everyday tasks.
- Explain differences in objects and how and object may travel through the air or bounce on the ground.
- Accept challenges for self, pair and group that come with successful throwing, catching, and earning points.
- Demonstrate sportsmanship and teamwork.
- Respect peers and equipment.
- Explain rules and point systems for a win versus a loss.

Enduring Understandings

- Develop a dominant throwing hand and be able to explain a stepping foot while breaking down the skill cues for a toss and throw.
- Develop a dominant kicking and trapping foot and be able to explain a stepping foot while breaking down the skill cues for a pass and trap.
- Describe ready hands/feet and the safety of eye contact when receiving a toss, throw or kick.
- Analyze force, speed, levels and direction when manipulating an object.
- Participate in a cooperative game while incorporating skills.
- Demonstrate sportsmanship and safety while participating in cooperative games.

- Differentiate offense and defense and explain the importance of each role in a game.
- Compare and contrast skill cues used in sports and everyday life tasks.

Essential Questions

- What are the cues for underhand tossing?
- What are the cues for overhand throwing?
- What are the cues for receiving a pass?
- What are the cues for a bounce and chest pass?
- What are the cues for a pass and trap using your feet?
- How does using the cues affect how well you toss a ball?
- How is effort related to skill cues when tossing a ball?
- What is personal space?
- Why is it important to stay in your personal space when tossing and catching?
- What could you use at home to practice tossing, catching and throwing?
- What sports use throwing an catching skills?
- What is the difference between offense ad defense?
- How does force effect striking an object?
- Describe accuracy.

Summative Assessment and/or Summative Criteria

- Class participation
- Performance tests
- Cooperative activities
- Skills application
- Peer Evaluation

Resources

- Soccer ball
- Basketball
- Playground Ball
- Short handled paddle
- Long handled paddle
- Ping Pong ball
- Spoons
- Cones
- Scarves
- Fluff/yarn balls
- Bean bags
- Gopher balls
- Buckets
- Hula hoops
- Poly Spots
- Popsicle sticks
- Beanie animals
- https://openphysed.org/wp-content/uploads/2020/03/AX-XK24-ActiveHome_K-2_Week4-FinalPacket.pdf
- https://physedgames.com/category/volleyball/
- https://www.thephysicaleducator.com/game-categories/striking-fielding
- https://www.capnpetespowerpe.com/single-post/striking-and-fielding-games-for-pe-6-engaging-physical-education-base-game-activities
- https://www.thepespecialist.com/throwing/
- https://castlesports.com/blogs/news/throwing-games
- https://earlyimpactlearning.com/throwing-catching-games-preschoolers/

Unit Plan

Topic/ Selection	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
Self toss and catch 5 days / Ongoing	Students will learn to track an object and understand the difference between tracking and following. Students will turn scarves into large and small shapes before tossing and catching.	Students will self toss one scarf, then two scarves. Students will then toss, track and catch a yarn ball. Last students will self toss track and catch a bean bag. Students will be able to describe the various weights of the object and the speed that they fall down into their hands and the ground. Students will be able to analyze and make predictions before each lesson.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Target tossing and throwing 5 days / Ongoing	Students will be able to understand and implement target tossing and throwing using various objects and targets at different heights and levels.	Class demonstration and practice of underhand toss an overhand throw at various objects of size and heights. Students can throw at targets on a wall identifying shapes, colors, numbers, letters. Students can throw into buckets worth various point or money values. Students can be invited to try multiple weights and sizes of objects.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Throwing and Catching to a partner 5 Days / Ongoing	Students will be able to demonstrate an underhand toss and overhand throw to a partner following skill cues. Students will be able to verbalize the skill cues and analyze a partner.	Class demonstration and multiple opportunities for practice with different peers.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Rolling and Bowling 5 days / Ongoing	Students will compare and contrast the underhand toss to the skill cues of bowling. Students will practice accuracy of knocking down objects.	Class discussion of bowling and practice of rolling an object at stationary targets.	Teacher Evaluation Class participation

			Exit tickets / Turn and talks
Throwing and Catching Group Games 10 Days / Ongoing	Students will apply throwing and catching skills with various objects into game play incorporating offensive and defensive strategies.	Students will apply movement skills and concepts, rules and expectations, and manipulative skill cues to modified game play. Students will be held accountable for safety and verbalizing rules of the game. Students will keep score and accept winning and losing.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Dribbling (Hands) 5 Days / Ongoing	Students will progress from stationary to moving patterns following dribbling skill cues.	Solo competitions and group competitions for dribbling. Implementation of pathways, speed, tempo, levels will be reviewed.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Bounce Pass & Chest Pass 5 Days / Ongoing	Students will be able to demonstrate a bounce pass and chest pass to a partner following skill cues. Students will be able to verbalize the skill cues and give feedback to a peer.	Students will work cooperatively with a partner to successfully pass an object back and forth. Students will have an opportunity to self evaluate based on successful or unsuccessful passes.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Volleying 5 Days / Ongoing	Students will demonstrate keeping an object off of the ground following skill cues of volleying.	Students will practice with a balloon extending to a trainer volleyball. Students will work solo, partner, group style to complete tasks and challenging. Students will be able to relate and discuss volleying to sports.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Striking with an Implement 10 Days / Ongoing	Students will demonstrate striking an object with an implement and verbalize the skill cues.	Students will practice using short, and long implements, paddles, rackets, sticks to strike objects of various weights and sizes. Students will aim for accuracy, force and distance.	Teacher Evaluation

			Class participation Exit tickets / Turn and talks
Dribbling (Feet) 5 Days / Ongoing	Students will progress from stationary to moving patterns following dribbling skill cues.	Solo competitions and group competitions for dribbling. Implementation of pathways, speed, tempo, levels will be reviewed.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Passing (Feet) 5 Days / Ongoing	Students will be able to demonstrate an instep and laces pass with their feet to a partner following skill cues. Students will be able to verbalize the skill cues and give feedback to a peer.	Students will work cooperatively with a partner to successfully pass an object back and forth. Students will have an opportunity to self evaluate based on successful or unsuccessful passes.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Dribbling & Passing Games Invasion Games 10 Days / Ongoing	Students will apply dribbling and passing skills with various objects into game play incorporating offensive and defensive strategies.	Students will apply movement skills and concepts, rules and expectations, and manipulative skill cues to modified game play. Students will be held accountable for safety and verbalizing rules of the game. Students will keep score and accept winning and losing.	Teacher Evaluation Class participation Exit tickets / Turn and talks

Vocabulary

Manipulatives

Low Toss

Medium Toss

High Toss

Non-dominant hand

Straight Thumbs

One-hand toss

One-hand catch

Two-hand toss

Tic, tock, step and rock”

“Chest is best”

Pendulum-arm

Dominant Hand

Elbows

Fingers

Two-hand catch

Relationships

Over

Under

Around

Through

On

Off

Near

Far

In front

Behind

Together

Apart

Direction

Right

Left

Clockwise

Counter Clockwise

PE.1.2.3	Demonstrates transferring weight on multiple body parts.
PE.1.2.4	Demonstrates non locomotor skills with the concepts of space, effort, and relationship awareness.
PE.1.2.5	Demonstrates balancing on different body parts in a non-dynamic environment.
PE.1.2.6	Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.
PE.1.2.7	Demonstrates rolling a ball in a variety of non-dynamic practice tasks.
PE.1.2.8	Demonstrates catching in a variety of non-dynamic practice tasks.
PE.1.2.9	Demonstrates throwing in a variety of non-dynamic practice tasks.
PE.1.2.10	Demonstrates kicking a ball in a variety of non-dynamic practice tasks.
PE.1.2.11	Demonstrates dribbling with feet in a variety of non-dynamic practice tasks.
PE.1.2.12	Demonstrates striking with hands in a variety of non-dynamic practice tasks.
PE.1.2.13	Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks.
PE.1.2.14	Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.
PE.2.2.1	Recognizes personal space and where to move in general space.
PE.2.2.3	Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.

PE.2.2.4	Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.
PE.3.2.1	Recognizes the feelings of others during a variety of physical activity.
PE.3.2.2	Demonstrates ability to encourage others.
PE.3.2.3	Uses communication skills to share space and equipment.
PE.3.2.4	Responds appropriately to directions and feedback from the teacher.
PE.3.2.5	Demonstrates respectful behaviors that contribute to positive social interactions in movement.
PE.3.2.6	Describes why following rules is important for safety and fairness.
PE.3.2.7	Makes safe choices with physical education equipment.
PE.3.2.8	Discusses problems and solutions with teacher support in a physical activity setting.
PE.3.2.9	Makes fair choices as directed by teacher.
PE.3.2.10	Identifies and participates in physical activities representing different cultures.
PE.4.2.6	Sets observable short term goals.
PE.4.2.7	Recognizes movement strengths and the need for practice for individual improvement.
HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
PHYS.K.S1.E13.K	Throws underhand with opposite foot forward.
PHYS.K.S1.E16.Ka	Drops a ball and catches it before it bounces twice.
PHYS.K.S1.E16.Kb	Catches a large ball tossed by a skilled thrower.
PHYS.K.S1.E17.K	Dribbles a ball with one hand, attempting the second contact.
PHYS.K.S1.E18.K	Taps a ball using the inside of the foot, sending it forward.
PHYS.K.S1.E21.K	Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 critical elements of a mature kicking pattern.
PHYS.K.S1.E22.K	Volleys a light-weight object (balloon), sending it upward.

PHYS.K.S1.E24.K	Strikes a lightweight object with a paddle or short-handled racket.
	Developmentally appropriate/emerging outcomes first appear in Grade 4.
	Developmentally appropriate/emerging outcomes first appear in Grade 4.
	Developmentally appropriate/emerging outcomes first appear in Grade 2.
	Developmentally appropriate/emerging outcomes first appear in Grade 2.

Suggested Modifications for Special Education, MLs, Academically Struggling, Students with 504s, and Gifted Students

- Consistent with individual plans, when appropriate
- Restructure lesson using UDL principles
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Show a video or picture prior to the lesson so students have a visual of the activity.
- Pair up students that can communicate with each other.
- Show a video or model the skill prior to the lesson so students have a visual of the performance task.
- Use technology to incorporate a virtual component.
- Use a variety of prompt and gesture, physical prompts to help with foot positioning or balance and hand gestures to give better clarity and directions.
- Use skills cards/pictorial task cards to remind students of locomotor skills.
- Give positive feedback and reinforce during on task behavior to create momentum.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Provide ML students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

- Students will work solo, in pairs and groups throughout the unit.
- Whole group and turn and talk discussions on sportsmanship and teamwork with be held throughout the unit.
- Students will participate in problem solving and cooperative activities with multiple classmates.

MATH.K.CC.A.1	Count to 100 by ones and by tens.
MATH.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MATH.K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
MATH.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
	Include groups with up to ten objects.
MATH.K.OA.A.1	Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MATH.K.M.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MATH.K.M.A.2	Directly compare two objects with a measurable attribute in common, to see which object

	has “more of”/“less of” the attribute, and describe the difference.
MATH.K.M.B.3	Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.
MATH.K.DL.A.1	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MATH.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MATH.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
MATH.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
MATH.K.G.B.6	Compose simple shapes to form larger shapes.

Unit 40: Dance & Yoga

Content Area: **Sample Content Area**
Course(s): **Physical Education**
Time Period: **3rd Trimester**
Length: **6 weeks**
Status: **Published**

Summary of the Unit

- Explain basic terminology related to lifelong fitness of dance and yoga incorporating unit vocabulary.
- Understand that 60 or more minutes a day of physical activity is important.
- Understanding the value in physical activity and fitness for health, enjoyment, challenge, self-expression and/or social interaction.
- Analyze how being physically fit is a part of leading a healthy life and does not have to be through sports or competitive games.
- Accepting physical activity at school, home and around the community is important for creating a healthy lifestyle.
- Accepting specific corrective feedback from the teacher/their peers helps improve performance.
- Create a dance sequence building on land incorporating learned skills.

Enduring Understandings

- Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.
- Explain the benefits of physical activity/physical education.
- Identify lifelong fitness activities.
- Create a list of activities that support lifelong fitness.
- Apply a variety of mental strategies to improve performance.
- Perform specific motor activities related to dance and yoga throughout their lifetime.
- Performance of movements individually and as part of a group.
- Identify physical activities that provide self-expression (dance, yoga, practice tasks in games environment).
- Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities.

Essential Questions

- How would you apply the components of health related fitness of dance and yoga to activities of daily living?
- How does physical education enhance mental, emotional, social and physical well-being?
- In what ways can I use physical activities throughout my life?
- Why is movement important?
- How will physical activity help us now and in the future?

Summative Assessment and/or Summative Criteria

- Class participation
- Performance tests
- Cooperative activities
- Skills application

- Peer Evaluation

Resources

- Poly Spots
- Scarves
- Hula Hoops
- sparkfamily.org
- https://kumarahyoga.com/yoga-poses-and-lesson-plans-for-kindergartners/?srsltid=AfmBOoplC3KTwZ6YaahLJIwvr8z5EKus5gWRAWRQVaurlxWLo95ASCr5
- https://cosmickids.com/making-yoga-fun-for-toddlers-and-preschoolers/?srsltid=AfmBOopk6-40u4oT9Y7zt46iyq66NmSLeZexoW1UvOFEHZPUZZvNyeSF
- https://www.ndeo.org/Learn/Dance-Education-Standards/K-12-Dance-Standards/Supplemental-Resources
- https://www.dancetolearn.co/
- https://www.danceforschools.com/
- https://casel.org/

Unit Plan

Topic/Selection	General Objectives	Instructional Activities	Suggested Benchmarks/ Asse
Introduction to dance 5 Days / Ongoing	Students will be introduced to dance as a means of physical activity. Students will be able to move in personal space to the rhythm of music.	Students will participate in entry level dances allowing them to dance freely while practicing Physical Education rules of freezing when the music stops (Freeze Dance). Students will be introduced to unit vocabulary. Students will participate in an activity is called Pop See Ko. It is a conversation song and dance created by the group Koo Koo Kangaroo. Pop See Ko is a fun dance activity that provides students with an opportunity to be creative and express themselves through rhythmic movement.	Teacher Evaluation Class participation Exit tickets / Turn and talks

Moving 8s 5 Days / Ongoing	Students will be able to perform locomotor skills to the beat of the music. Students will be able to count to the beat of the music.	The object of the activity is for students to learn about beat, rhythm, and tempo. Class discussion that the beat is like the heartbeat of the song. The activity can mimic Simon Says. Count out loud, "1-2-3-4," and have your students repeat back to you, "5-6-7-8." The numbers represent the beat of the song. The movements we perform will go along with the rhythm of the music.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Dances 4 Days / Ongoing	Students will be able to follow a sequence of movements as part of a dance. Students can transfer weight from one foot to the other.	Students will learn through teacher demonstration basic dances. Classes can be peer led teacher led, group led. Dances can but are not limited to: Chicken Dance, Hokey Pokey, Mexican Hat Dance, Alley Cat.	Teacher Evaluation Class participation Exit tickets / Turn and talks
Create a Dance 3 Days / Ongoing	Students will incorporate the exercises, fitness routines and dance styles they have learned into their own creative dance.	Students will learn the counts to a song (Fitness dance) using the exercises they have previously learned. Exercises include jogging in place, jumping jacks, jumping in place, knee bends, toe touches, arm circles, high knees	Teacher Evaluation Class participation Exit tickets / Turn and talks
Yoga 10 days / Ongoing	Students will be able to demonstrate yoga movements and its health benefits and relax their mind and body through yoga. Students will be able to self-regulate tension and stress through mindful physical activity. Students will use mindful breathing to slow my heart rate. Students will be able to demonstrate a variety of static balance positions and transfer weight in order to flow from 1 position to the next with classmates. Discuss the way a body is moving to create shapes and balances.	Students will be introduced to the world of yoga and of its health benefits and will be exposed to the proper techniques of yoga. Students will practice an activity called Relaxation mirror. The object is to be mindful and feel how our muscles respond when we make them tense and tight and then loose and relaxed. Students will discuss Fast to Slow. The object of the activity is for students to learn how to get their fast heart rates to beat slower by using mindful breathing. Students will perform various activities and then allow them to utilize mindful breathing methods to slow down their heart rate. Students will flex and extend their muscles to move through dynamic and static balances using different bases of support. Students will experience yoga-style movements in both an expressive and cooperative group setting. This shared experience, with a focus on positive social interactions, will establish the building blocks for learning for the entire Yoga and Mindfulness module.	Teacher Evaluation Class participation Exit tickets / Turn and talks

Vocabulary

Dance

Leader

Follower

Upper Body

Lower Body

Movement

Consecutive

Two-Foot

Take Off

Pace

Tense

Tight

Belly Breathing

Calm

Emotions

Exhale

Locomotor Skills

Non-Locomotor Skills

Responsibility

Respect

Beat

Rhythm

Tempo

Count

Yoga

Contribute

Cooperate

Elevated

Emotions

Feelings

Good Health

Heart Rate

Independently

Loose

Mindfulness

Relax

Self Control

Feelings

Focus

Inhale

Mindful

Relaxation

Stress

Imagination

Macular Fitness

Self Expression

Stretch

Transfer Weight

Twist

Yoga Pose

PE.1.2.1	Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
PE.1.2.3	Demonstrates transferring weight on multiple body parts.
PE.1.2.4	Demonstrates non locomotor skills with the concepts of space, effort, and relationship awareness.
PE.1.2.5	Demonstrates balancing on different body parts in a non-dynamic environment.
PE.2.2.1	Recognizes personal space and where to move in general space.
PE.2.2.3	Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.
PE.2.2.5	Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.
PE.2.2.6	Identifies physical activities that contribute to fitness.
PE.2.2.7	Recognizes the importance of stretching before and after physical activity.
PE.3.2.4	Responds appropriately to directions and feedback from the teacher.
PE.3.2.5	Demonstrates respectful behaviors that contribute to positive social interactions in movement.
PE.3.2.10	Identifies and participates in physical activities representing different cultures.
PE.4.2.1	Identifies physical activities that can meet the need for self-expression.
PE.4.2.2	Identifies physical activities that can meet the need for social interaction.
PE.4.2.3	Lists ways that movement positively affects personal health.
PE.4.2.4	Identifies preferred physical activities based on personal interests.
PE.4.2.5	Recognizes individual challenges through movement.
PE.4.2.7	Recognizes movement strengths and the need for practice for individual improvement.
PE.4.2.9	Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.

PE.4.2.10	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.
PHYS.K.S1.E1.K	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
PHYS.K.S1.E5.K	Performs locomotor skills in response to teacher-led creative dance.
PHYS.K.S1.E7.Ka	Maintains momentary stillness on different bases of support.
PHYS.K.S1.E7.Kb	Forms wide, narrow, curled and twisted body shapes.
PHYS.K.S1.E9.K	Rolls sideways in a narrow body shape.
PHYS.K.S1.E10.K	Contrasts the actions of curling and stretching.
PHYS.K.S2.E2.K	Travels in three different pathways.
PHYS.K.S2.E3.K	Travels in general space with different speeds.
PHYS.K.S3	demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
	Developmentally appropriate/emerging outcomes first appear in Grade 1.

Suggested Modifications for Special Education, MLs, Academically Struggling, Students with 504s, and Gifted Students

- Consistent with individual plans, when appropriate
- Restructure lesson using UDL principles
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Show a video or picture prior to the lesson so students have a visual of the activity.
- Pair up students that can communicate with each other.
- Show a video or model the skill prior to the lesson so students have a visual of the performance task.
- Use technology to incorporate a virtual component.
- Use a variety of prompt and gesture, physical prompts to help with foot positioning or balance and hand gestures to give better clarity and directions.
- Use skills cards/pictorial task cards to remind students of locomotor skills.
- Give positive feedback and reinforce during on task behavior to create momentum.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).

- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Provide ML students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Use

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/21st Century Connections

MATH.K.CC.A.1	Count to 100 by ones and by tens.
MATH.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MATH.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
MATH.K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger.
	Include groups with up to ten objects.
MATH.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
MATH.K.OA.A.1	Represent addition and subtraction up to 10 with objects, fingers, mental images,

	drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MATH.K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
MATH.K.OA.A.5	Demonstrate accuracy and efficiency for addition and subtraction within 5.
MATH.K.M.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MATH.K.M.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
MATH.K.M.B.3	Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.
MATH.K.DL.A.1	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MATH.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
MATH.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MATH.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MATH.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
MATH.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.