

**Wallenpaupack Area School District  
Planned Course Curriculum Guide**

**Department: Physical Education**

**Name of Course: Kindergarten Physical Education**

**Course Description:**

**Revision Date:**

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

**PA COMMON CORE/NATIONAL STANDARDS:**

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

10.5.3A,B,C,D

**UNIT OBJECTIVES (SWBATS):**

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

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Flexibility

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

Cardiovascular Endurance

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

Muscular Strength

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

F.I.T.T. Principle

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

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

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

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

Modify exercises so all students can participate

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

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

OPEN Phys Ed  
Shape America  
American Heart Association  
The PE Specialist

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Kindergarten Physical Education</b>	<b>GRADE/S: K</b>
<b>UNIT 2: Body and Spatial Awareness</b>	<b>TIMEFRAME: Year-round</b>
<b>PA COMMON CORE/NATIONAL STANDARDS:</b> 10.4.3A,B,E,F 10.5.3A,B,C,	
<b>UNIT OBJECTIVES (SWBATS):</b> <ul style="list-style-type: none"> <li>• Students will be introduced to physical activities that promote physical fitness and health.</li> <li>• Students will be able to recognize the positive and negative effects of regular participation in physical activities.</li> <li>• Students will be able to recognize that regular participation in physical activities improves motor skills.</li> <li>• Students will be able to recognize positive and negative interactions of small group activities.</li> <li>• Students will be able to recognize and use basic movement skills and concepts.</li> <li>• Students will be able to recognize the concepts of motor skills development.</li> <li>• Students will be able to know the function of practice.</li> </ul>	
<b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b>  Self-Space: demonstrate a knowledge and understanding of self-space <ul style="list-style-type: none"> <li>• Finding self-space by utilizing poly spots, hoops, space markers, or other visual aids</li> <li>• Being able to stay in self space while participating in activities</li> <li>• Discuss importance of self-space and safety</li> </ul> General Space: safe movement with regard to location (self and others), direction, levels, pathways, speed <ul style="list-style-type: none"> <li>• Perform locomotor movements in general space in similar/same direction</li> <li>• Discuss and practice levels, pathways, and speed</li> <li>• Participate safely in a variety of games</li> </ul> Body Awareness: relationship of body parts moving safely with others <ul style="list-style-type: none"> <li>• Introduce body control</li> <li>• Introduce copying and performing specific movements</li> </ul>	
<b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Class discussion</li> </ul>	

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

Modify exercises so all students can participate

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

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

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<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Kindergarten Physical Education</b>	<b>GRADE/S: K</b>
<b>UNIT 3: Movement Exploration</b>	<b>TIMEFRAME: Year-round</b>
<b>PA COMMON CORE/NATIONAL STANDARDS:</b> 10.4.3A,B,C,D,E,F 10.5.3A,B,C	
<b>UNIT OBJECTIVES (SWBATS):</b> <ul style="list-style-type: none"> <li>• Students will be introduced to physical activities that promote physical fitness and health.</li> <li>• Students will be able to recognize the positive and negative effects of regular participation in physical activities.</li> <li>• Students will be able to recognize changes in body responses during physical activity.</li> <li>• Students will be able to identify likes and dislikes related to participation in physical activity.</li> <li>• Students will be able to identify reasons why regular participation in physical activities improves motor skills.</li> <li>• Students will be able to recognize positive and negative interactions of small group activities.</li> <li>• Students will be able to recognize and use basic movement skills and concepts.</li> <li>• Students will be able to recognize concepts of motor skills development.</li> <li>• Students will be able to know the function of practice.</li> </ul>	
<b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b> Discuss, demonstrate, and perform any of the activities below. Discuss critical elements of skills (cues). Perform locomotor movements in a variety of activities. Participate in cooperative games and activities.  Locomotor Movements <ul style="list-style-type: none"> <li>• Walk</li> <li>• Run/jog</li> <li>• Hop</li> <li>• Jump</li> <li>• Skip</li> <li>• Gallop</li> </ul> Non-locomotor movements <ul style="list-style-type: none"> <li>• Bend/stretch</li> <li>• Push/pull</li> <li>• Swing/sway</li> <li>• Twist-turn</li> </ul> Balance Activities <ul style="list-style-type: none"> <li>• Animal walks</li> <li>• Basic rolls</li> <li>• Balance beam</li> <li>• Balancing on one foot</li> </ul>	

Cooperation and Sportsmanship

- Partner activities
- Small group
- Positive attitude

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

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

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

Modify exercises so all students can participate

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

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

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<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Kindergarten Physical Education</b>	<b>GRADE/S: K</b>
<b>UNIT 4: Rhythmic Activities</b>	<b>TIMEFRAME: Year-round</b>
<b>PA COMMON CORE/NATIONAL STANDARDS:</b> 10.4.3A,D,E, 10.5.3A	
<b>UNIT OBJECTIVES (SWBATS):</b> <ul style="list-style-type: none"> <li>• Students will be able to identify and engage in physical activities that promote physical fitness and health.</li> <li>• Students will be able to identify likes and dislikes related to participation in physical activity.</li> <li>• Students will be able to identify reasons why regular participation in physical activities improves motor skills.</li> <li>• Students will be able to recognize and use basic movement skills and concepts.</li> </ul>	
<b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b>  Basic Movements, rhythmic exercises, and musical activities: Students identify and apply basic movement patterns during various musical/rhythmic/dance activities. <ul style="list-style-type: none"> <li>• Cardio drumming (beginner level songs)</li> <li>• Simple Movement Songs <ul style="list-style-type: none"> <li>○ Hokey Pokey, Head Shoulders Knees and Toes, Chicken Dance, Baby Shark, Cha-Cha Slide, Freeze Dance, etc.</li> </ul> </li> <li>• Creative movements through music</li> <li>• Video instructed dances</li> <li>• Juggling scarves</li> </ul>	
<b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> </ul>	
<b>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</b>  Modify exercises so all students can participate <ul style="list-style-type: none"> <li>• Moving at a slower pace</li> <li>• Give options for exercises/locomotor skills</li> <li>• Different levels of challenge</li> </ul>	
<b>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</b>  OPEN Phys Ed Shape America American Heart Association The PE Specialist	



<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Kindergarten Physical Education</b>	<b>GRADE/S: K</b>
<b>UNIT 5: Ball Handling</b>	<b>TIMEFRAME: Year-round</b>
<b>PA COMMON CORE/NATIONAL STANDARDS:</b> 10.4.3A,D,E,F 10.5.3A,C	
<b>UNIT OBJECTIVES (SWBATS):</b> <ul style="list-style-type: none"> <li>• Students will be introduced to physical activities that promote physical fitness and health.</li> <li>• Students will be able to identify likes and dislikes related to participation in physical activity.</li> <li>• Students will be able to identify reasons why regular participation in physical activities improves motor skills.</li> <li>• Students will be able to recognize positive and negative interactions of small group activities.</li> <li>• Students will be able to recognize and use basic movement skills and concepts.</li> <li>• Students will be able to know the function of practice.</li> </ul>	
<b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b> Exploration <ul style="list-style-type: none"> <li>• Ball exploration followed by discussion</li> <li>• Around, over, under</li> <li>• Moving the ball with different body parts</li> <li>• Different levels (low, medium, high)</li> </ul> Introduce tossing <ul style="list-style-type: none"> <li>• Self-toss (hand under the ball, toss lightly above head, keep eyes on the object, catch with two hands) <ul style="list-style-type: none"> <li>○ Choice of ball size</li> </ul> </li> </ul> Introduce throwing and catching a variety of objects <ul style="list-style-type: none"> <li>• Underhand throw (tick, tock, step and toss) or (swing, step, toss) with opposite foot</li> <li>• Overhand throw (sideways to target, object by ear, point, step, and throw)</li> <li>• Catching (face partner, eyes on the object, ready hands, eyes follow the object to hands)</li> </ul> Rolling <ul style="list-style-type: none"> <li>• Get body low, hand position, step with opposite foot, swing, release/follow through</li> </ul> Dribbling <ul style="list-style-type: none"> <li>• Hand Dribble: Hand, fingers, push ball (don't slap), waist-high</li> <li>• Foot Dribble: foot tap (inside of the foot)</li> </ul> Kicking <ul style="list-style-type: none"> <li>• Stationary Ball</li> <li>• Rolling ball</li> <li>• Plant opposite foot, swing, follow through</li> <li>• Kicking at a target</li> <li>• Partners</li> </ul>	

Trapping

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

Striking

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

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Checklist of critical elements
- Student participation

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

Modify exercises so all students can participate

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

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

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<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Kindergarten Physical Education</b>	<b>GRADE/S: K</b>
<b>UNIT 6: Manipulative Skills</b>	<b>TIMEFRAME: Year-round</b>
<b>PA COMMON CORE/NATIONAL STANDARDS:</b> 10.4.3A,D,E,F 10.5.3A,B,C	
<b>UNIT OBJECTIVES (SWBATS):</b> <ul style="list-style-type: none"> <li>• Students will be introduced to physical activities that promote physical fitness and health.</li> <li>• Students will be able to identify likes and dislikes related to participation in physical activity.</li> <li>• Students will be able to identify reasons why regular participation in physical activities improves motor skills.</li> <li>• Students will be able to recognize positive and negative interactions of small group activities.</li> <li>• Students will be able to recognize and use basic movement skills and concepts.</li> <li>• Students will be able to recognize the concepts of motor skill development.</li> <li>• Students will be able to know the function of practice.</li> </ul>	
<b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b>  Parachute Activities  Introduce jump ropes <ul style="list-style-type: none"> <li>• Jumping over the rope on the ground</li> <li>• Jumping and landing with two feet simultaneously</li> <li>• individually</li> </ul> Hula hoops  Paddles <ul style="list-style-type: none"> <li>• Individual</li> </ul> Introduce scooters <ul style="list-style-type: none"> <li>• Focus on basic rules &amp; safety</li> </ul> Introduce juggling (i.e. scarves, streamers, beanbags, etc.)  Introduce Frisbees <ul style="list-style-type: none"> <li>• Throwing foam frisbees</li> <li>• Aiming at/hitting a target</li> </ul>	
<b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Checklist of critical elements</li> <li>• Student checklist</li> </ul>	

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