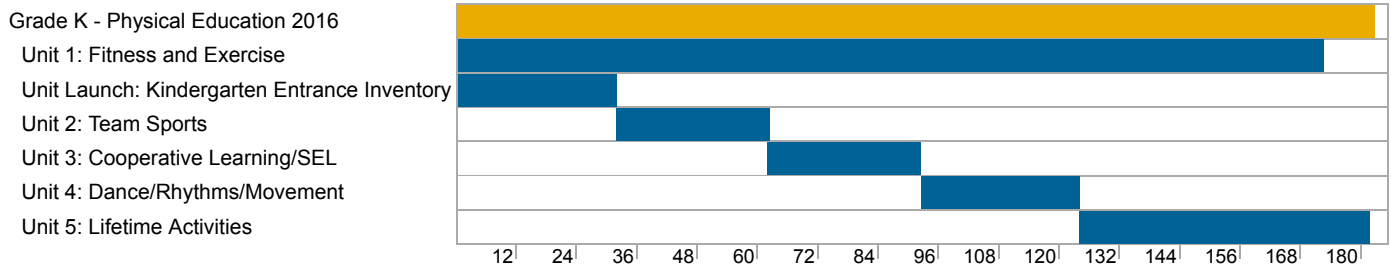


Grade K - Physical Education 2016 Curriculum Chart



Grade K - Physical Education 2016

Start day: 1

Meetings: 180 days

Description

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

The primary focus for Kindergarten students is to develop the fundamental movements and movement patterns, and basic body management competence.

Course Resources

In order to access all links or worksheets in the boxes below, you must click on **"Show Content"** up to the right.

Shared Schoology Group

Web Resources:

www.peuniverse.com

CSDE Physical Fitness Assessment Manual

Non-Aligned Standards

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.3** H.11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.2** H.12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness
- **Performance Indicator [H&BL 12 CPE] H.12.4** H.12.4 Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles

Grades: K-12

- **Standard [PE K-12] 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard [PE K-12] 2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard [PE K-12] 3** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard [PE K-12] 4** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard [PE K-12] 5** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and / or social interaction.

Grade K - Physical Education 2016 > Unit 1: Fitness and Exercise

Start day: 1

Meetings: 170 days

Teacher Notes - Read First

Classroom expectations for appropriate dress and coming to class prepared should be addressed during each class with reminders throughout the school year.

Big Ideas/Enduring Understandings

- Physical activity involves using movement and motor skills throughout a lifetime
- Efficient movement improves performance
- Positive decision making about fitness and nutrition contributes to a healthy lifestyle
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful
- Physical activity, sports, dance and/or rhythms can provide opportunities for personal enjoyment, self-expression, challenge, and social interaction
- Physical activity contributes to building and maintaining a fitness level to enable one to participate in activities for daily living for a lifetime

Essential Questions

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports
- How does your movement affect your performance?
- How do you measure one's physical fitness?
- How do you maintain physical fitness?

- What are the characteristics of fair play
- What role does cooperation playing physical activities/sports
- How does physical education enhance social, mental, emotional and physical well-being?
- What makes physical activity meaningful?

Concepts (What Students Should Know)

- Understands “personal space”
- Recognizes positive feelings from participation in physical activities, individually and with others
- Knows the benefits that result from participation in physical activities
- Develops an initial understanding and is able to explain how exercise relates to heart health and a better quality of life
- Distinguishes between activities that are healthy and unhealthy
- Understands why it is important to be active (walking or riding a bicycle instead of being driven in a car, playing games and sports instead of watching television)
- Recognizes healthy activities he/she participates in both in and out school
- Understands how physical activity is both fun and good for you

Understands level of perceived exertion after a physical activity (high, medium, low energy output)

Describe in basic terms that there are different ways to be fit (Heart and lungs, muscles, ratio of lean to fat).

Skills (What Students Should Do)

- Hops in place or forward 10 consecutive times on dominant or non-dominant foot
- Jumps side to side with a continuous rhythm
- Jumps from a height of 24 inches with proper technique (bends knees, maintains balance)
- Jumps forward on two feet, 10 consecutive jumps
- Skips a minimum of 3 times
- Gallops forward 5 times
- Slides with dominant foot leading, a distance of 20 feet
- Runs forward a distance of 45 feet
- Jumps over a long rope
- Bounces and catches an 8 ½” playground ball from a stationary position so that it travels a minimum of 12 feet
- Catches (with hands), a yarn ball or beanbag tossed underhand from a distance 6 feet away
- Repeats basic rhythmic patterns as demonstrated
- Performs a forward roll on an incline mat
- Travels on a combination of body parts (crab walk, bear walk, lame dog walk)
- Tosses an object underhand toward a stationary target 8 feet away
- Strikes a ball off a cone or batting tee using a bat or short paddle
- Volleys a balloon using hands
- Listens and physically responds to directions with regard to motor skill performance
- Uses basic movement vocabulary in the areas of special awareness
- Moves safely alone and with others
- Monitors changes in heart rate during exercise and rest
- Participates in moderate to vigorous physical activity in a physical education setting
- Performs proper warm-up and cool-down
- Performs exercises (modified curl-ups, modified push-ups, running, stretching, monkey bars, rope climbing) that condition different areas of the body
- Executes, properly, “ABC” push-ups
- Performs a butterfly stretch
- Performs 10 modified curl-ups with a partner hold
- Performs a ¼ mile jog/run
- Performs a vertical jump at least 3” above normal reach
- Performs a zigzag jog/run through a series of 6 cones
- Performs a dominant and non-dominant foot balance for 10 seconds
- Walks forward (one foot in front of the other) across the length of a balance beam
- Demonstrates large-muscle coordination in locomotor and non-locomotor skills
- Performs various activities requiring body management (moving on apparatus, tag games)
- Shares and takes turn while participating in physical activities
- Participates in activities with respect for the rights and feelings of others
- Works cooperatively with others, regardless of differences
- Participates cooperatively and enthusiastically
- Adheres to games and safety rules

- Displays self-control in physical activity settings

Works independently on tasks for short periods of time (stations)

Actively participates in physical activities.

Recognizes that when you move fast, your heart beats faster and you breathe faster.

Meet Centers for Disease Control and Prevention (CDC) guidelines of 60 or more minutes a day of moderate- or vigorous-intensity aerobic physical activity, and muscle and bone strengthening activity at least three days a week.

Identify ways to be responsible for one's own fitness.

Misconceptions

Phys. Ed. is recess or free time

Phys. Ed. is not a classroom

Sportspersonship

Spelling/Vocabulary

- Skip
- Hop
- Gallop
- Jump
- Hop
- Leap
- Dominant
- Non-dominant
- Pattern
- Run
- Sit-up
- Push-up
- Volley
- Stretch
- Vertical
- Horizontal
- Heart
- Lungs
- Throw
- Catch
- Kick
- Pass

Transfer weight
Roll
Slide
Shuffle
Core/abdominal strength
Upper body strength
Lower body strength
Strike
Incline
Decline
High
Low
Medium
Force
Overhand/underhand
Manipulative
Personal space
General space
Boundaries
Static balance
Dynamic balance

Body Control

Cardiovascular

Bear crawl

Crab walk

Tip-toe

Freeze!

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning**Common Assessments:**

-Kindergarten PE Assessment Workbook/Fitness Portion Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

Summative/Formative Observational Skill Assessment

Link to rubrics

Other:**Reflection**

Unit Reflection

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.1** H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.5** H.14.5 Persist in practicing activities to increase specific skill competence in areas of interest

Grade K - Physical Education 2016 > Unit Launch: Kindergarten Entrance Inventory

Start day: 1

Meetings: 31 days

<u>Teacher Notes - Read First</u>
Physical Education Teachers work with the Classroom Teacher to collect the Data on the Kindergarten Entrance Inventory.
<u>Big Ideas/Enduring Understandings</u>
<u>Essential Questions</u>
<u>Concepts (What Students Should Know)</u>
Movements for assessment sheet (see "Assessment" box for PDF of assessment worksheet).
<u>Skills (What Students Should Do)</u>
<u>Misconceptions</u>
<u>Spelling/Vocabulary</u>
<u>Instructional Resources</u>
<u>Devices</u>
<u>Equipment (general)</u>

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

See attached screening spreadsheet.

Reflection

Unit Reflection

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances

Grade K - Physical Education 2016 > Unit 2: Team Sports

Start day: 32

Meetings: 30 days

Teacher Notes - Read First

The emphasis in Kindergarten is on group interaction and less on "team", so that students do not feel singled out or not "a part" of the team

Big Ideas/Enduring Understandings

- Physical activity involves using movement and motor skills throughout a lifetime
- Efficient movement improves performance
- Positive decision making about fitness, nutrition and physical activity contributes to a healthy lifestyle
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful
- Participating in a group activity/sport is not always about winning the game. It is about positive interaction with peers (good sportmanship).

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

- Understands "personal space"
- Recognizes positive feelings from participation in physical activities, individually and with others
- Knows the benefits that result from participation in physical activities
- Develops an initial understanding and is able to explain how exercise relates to heart health and a better quality of life

- Distinguishes between activities that are healthy and unhealthy
- Understands why it is important to be active (walking or riding a bicycle instead of being driven in a car, playing games and sports instead of watching television)
- Recognizes healthy activities he/she participates in both in and out school
- Understands how physical activity is both fun and good for you

Understands level of perceived exertion after a physical activity (high, medium, low energy output)

Describe in basic terms that there are different ways to be fit (Heart and lungs, muscles, ratio of lean to fat).

Skills (What Students Should Do)

Demonstrate positive interactions with peers in varied and multiple group settings

Taps a ball using the inside of the foot, sending it forward.

Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.

Volley a light-weight object (Balloon), sending it upward.

Performs locomotor skills (Hopping, galloping, running, sliding, skipping) while maintaining balance.

Performs jumping and landing actions with balance.

Throws underhand with opposite foot forward.

Drops a ball and catches it before it bounces twice.

Catches a large ball tossed by a skilled thrower.

Dribbles a ball with one hand, attempting the second concept.

Contrasts the actions of curling and stretching.

Maintains momentary stillness on different bases of support.

Forms wide, narrow, curled and twisted body shapes.

Rolls sideways in a narrow body shape.

Strikes a lightweight object with a paddle or short-handed racket.

Misconceptions

I want to play real basketball like on TV?

Why do we have to learn skills, can't we just play a game?

Spelling/Vocabulary

Etiquette

Sportsmanship

Taps

Jumping

Landing

Throwing

Instructional Resources

Devices**Equipment (general)**

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning**Common Assessments:**

-KindergartenPE Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

Other:**Reflection**

Unit Reflection

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities

Grade K - Physical Education 2016 > Unit 3: Cooperative Learning/SEL

Start day: 62

Meetings: 30 days

Teacher Notes - Read First

Teachers can move this unit 3 to Unit 1 to establish classroom norms and routines that support the remainder of the units and school year.

Big Ideas/Enduring Understandings

- Children should be proud to be themselves, express their feelings and make appropriate choices in the school environment and the world around them.
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful
 - By using school norms I can be successful working with my classmates in various activities, game or group setting
 - When I follow the teacher directions I will be safe and successful
- Participating in a group activity/sport is not always about winning the game. It is about positive interaction with peers (good sportmanship).
- (Conflict Resolution)

Essential Questions

Why do we make choices?

How can people express their feelings and ideas?

How and why do we work with others?

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

- Understands "personal space"
- Recognizes positive feelings from participation in physical activities, individually and with others
- Knows the benefits that result from participation in physical activities
- Develops an initial understanding and is able to explain how exercise relates to heart health and a better quality of life
- Distinguishes between activities that are healthy and unhealthy
- Understands why it is important to be active (walking or riding a bicycle instead of being driven in a car, playing games and sports instead of watching television)
- Recognizes healthy activities he/she participates in both in and out school
- Understands how physical activity is both fun and good for you

Understands level of perceived exertion after a physical activity (high, medium, low energy output)

Describe in basic terms that there are different ways to be fit (Heart and lungs, muscles, ratio of lean muscle to fat)

Skills (What Students Should Do)

Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).

Acknowledge responsibility for behavior when prompted.

Follows instruction/directions when prompted.

Shares equipment and space with others.

Recognizes the established protocol for class activities.

Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Wears appropriate clothing.

Misconceptions

Spelling/Vocabulary

Responsibility

Rules

Respect

Equipment

Personal Space

Conflict

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

District Norms:

- Be Here
- Be Safe
- Be Honest
- Care for Self and Others
- Let Go and Move on

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

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Assessment of/for Learning

Common Assessments:

-Kindergarten PE Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

Other: To be identified

Exit Slips

Conferencing/Conversations

Reflection

Unit Reflection

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.4** H.11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness
- **Performance Indicator [H&BL 12 CPE] H.12.3** H.12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth

Grade K - Physical Education 2016 > Unit 4: Dance/Rhythms/Movement

Start day: 92

Meetings: 31 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- Physical activity involves using movement and motor skills throughout a lifetime
- Positive decision making about fitness, nutrition and physical activity contributes to a healthy lifestyle
- Practicing skills and movement concepts appropriately allows students to be successful while working with classmates

- Children should be proud to be themselves, express their feelings and make appropriate choices in the school environment and the world around them.

- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful
 - By using school norms I can be successful working with my classmates in various activities, game or group settings
 - When I follow the teacher directions I will be safe and successful
- Participating in a group activity/sport involves positive interaction with peers (good sportmanship).
- (Conflict Resolution)

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

What Students Should Know

- Locomotor and non-locomotor patterns can be combined in time with music
- How to choreograph and perform a dance and rhythm sequence to music in a small group (includes locomotor, non-locomotor, level, direction change, speed force)
- Performs at least one dance (folk, square swing, line, etc) taught in class
- Steps and movement patterns of at least one dance learned in class
- Develops and refines a creative dance sequence into a repeatable pattern
- Understands how the elements of movement (direction, level, time, force, flow and shape) can be used to express an idea, mood or feeling

Skills (What Students Should Do)

What the Students Should DO

Teamwork (behavioral expectations)

- Student actively participates with partner, group, team
- Student adheres to safety rules
- Student adheres to activity rules
- Student actively listens to others
- Student actively shares thoughts and ideas with others

Locomotor/Non-locomotor skill patterns

- Combines locomotor/non-locomotor skills in a dance pattern
- Maintains rhythm throughout routine

- Performs smooth transition between skills

Choreograph and Perform Dance

- Cooperates with group in creating beginning, middle, end dance routine
- Performs smooth transition between skills/movements
- Presents routine to peers

Perform dance taught in Class

- Displays knowledge of dance steps
- Maintains rhythm and smooth transition between skills
- Performs routine in front of peers

Misconceptions

Spelling/Vocabulary

Dance

Stretching

Flexibility

Appropriate

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

-Kindergarten PE Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

Other:**Reflection**

Unit Reflection

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.4** H.11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

Grade K - Physical Education 2016 > Unit 5: Lifetime Activities**Start day:** 123**Meetings:** 57 days**Teacher Notes - Read First****Big Ideas/Enduring Understandings**

- Regularly engaging in various forms of physical activity leads to a healthy lifestyle
- Positive decision making about fitness, nutrition and physical activity contributes to a healthy lifestyle
- Children should be proud to be themselves, express their feelings and make appropriate choices in the school environment and the world around them.
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful
 - By using school norms I can be successful working with my classmates in various activities, game or group settings
 - When I follow the teacher's directions I will be safe and successful
- Participating in a group activity/sport involves positive interaction and acceptance with peers (good sportmanship).
- (Identify Conflict Resolution)

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

- Understands "personal space"
- Recognizes positive feelings from participation in physical activities, individually and with others
- Knows the benefits that result from participation in physical activities
- Develops an initial understanding and is able to explain how exercise relates to heart health and a better quality of life
- Distinguishes between activities that are healthy and unhealthy
- Understands why it is important to be active (walking or riding a bicycle instead of being driven in a car, playing games and sports instead of watching television)
- Recognizes healthy activities he/she participates in both in and out school
- Understands how physical activity is both fun and good for you

Understands level of perceived exertion after a physical activity (high, medium, low energy output)

Describe in basic terms that there are different ways to be fit (Heart and lungs, muscles, ratio of lean to fat).

Skills (What Students Should Do)

Identifies active-play opportunities outside physical education.

Recognizes that physical activity is important for good health.

Acknowledges that some physical activities are challenging.

Identifies physical activities that are enjoyable.

Discuss the enjoyment of playing with friends.

Understand that the body and brain need physical activity for optimal functioning.

Identify the benefits of involvement in daily physical activity (eg., feeling better, sleeping better).

Identify ways that family influences fitness and decisions.

Identify "screentime" and activities (TV and computer use) and how they differ from physical activities.

Participate regularly in flexibility exercises when the body is warmed up.

Participate with family in activities that are enjoyable, challenging, fun and/or that allow for self expression.

Identify ways in which becoming physically fit improves quality of life.

Encourage family members to participate in physical activities.

Misconceptions

Spelling/Vocabulary

Screentime

Conflict Resolution

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

-Kindergarten PE Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

Other:

Reflection

Unit Reflection

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.1** H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.1** H.14.1 Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living

- **Performance Indicator [H&BL 12 CPE] H.14.2** H.14.2 Use physical activity as a means of creative expression
- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships