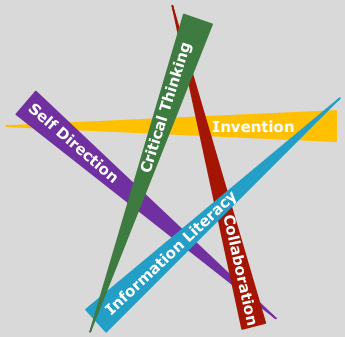
Curriculum Development Overview
Kindergarten PE Curriculum

Content Area	Physical Education	**Grade Level**	Kindergarten

Standard	**Grade Level Expectations (GLE)**	**GLE Code**
1. Movement Competence and Understanding	1. Demonstrate body and spatial awareness through safe movement	GR.k-S.1-GLE.1
	2. Locate the major parts of the body	GR.k-S.1-GLE.2
2. Physical and Personal Wellness	1. Understand that physical activity increases the heart rate, making the heart stronger	GR.k-S.2-GLE.1
3. Emotional and Social Wellness	1. Demonstrate respect for self, others, and equipment	GR.k-S.3-GLE.1
	2. Demonstrate the ability to follow directions	GR.k-S.3-GLE.2
4. Prevention and Risk Management	Expectations for this standard are integrated into the other standards at this grade level.	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Curriculum Development Overview
Kindergarten PE Curriculum

Standard 1: Movement Competence and Understanding in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1.Demonstrate body and Spatial Awareness through movement	1. When is moving at a fast speed safer, and when is moving at a slow speed safer? 2. Which animals use the same movements? 3. When moving in a group, how do you keep from bumping into each other? 4. Why is it easier to move in the same direction in which a group is moving than to move against the group?	1. Travel within a large group without bumping into others or falling while using a variety of locomotor skills. 2. Demonstrate contrasts between slow and fast speeds while using locomotor skills. 3. Create shapes at high, medium, and low levels by using hands, arms, tors, feet, and legs in a variety of combinations. 4. Travel in straight, curved, and zigzag pathways. 5. Move in opposition and alternately. 6. Move synchronously with others. 7. Participate in chase and flee activities that include various spatial relationships. Introduce manipulative skills using balls, jump ropes, hoops, and scarves.
2. Locate the major parts of the body	1. Which body parts are unable to move? 2. Why do we walk on two feet? 3. Which are stronger- arms or legs? Why? 4. What in your arms and legs help you move? 5. When would it be important to change directions quickly?	1. Move specified body parts in response to a variety of sensory clues such as auditory or visual. 2. Identify body plans such as front, back, and side.

Curriculum Development Overview
Kindergarten PE Curriculum

Standard 2: Physical and Personal Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1.Understand that physical activity increase the heart rate, making the heart stronger.	1. Which activities can you do for the longest time? Shortest time? 2. Are there other ways other than checking your heart rate to know that your heart is working hard?	1. Identify the heart rate as an indicator of moderate to vigorous activity. 2. Sustain moderate to vigorous physical activity for short periods of time. 3. Identify activities that will increase the heart rate.

Standard 3: Emotional and Social Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1.Demonstrate respect for self, others, and equipment.	1. Why is sharing sometimes difficult? 2. Would you rather be a leader or a follower? Why? 3. What would equipment look like if we didn't take care of it? How would that change the games? 4. How does playing "Simon says" make you feel? 5. Why is it important to take care of equipment?	1. Demonstrate the characteristics of sharing. 2. Identify feelings that result from participation in physical activity. 3. Participate as a leader and follower. 4. Help to manage equipment. 5. Play without interfering with others.
2. Demonstrate the ability to follow directions.	1. Why is it important to follow directions when participating in physical education? How is playing "red light, green light" similar to crossing the street?	1. Start and stop on auditory and visual signal. 2. Follow a simple series of instructions for an activity. 3. Speak at appropriate times. 4. Follow established class protocols.

Standard 4: Prevention and Risk management in Physical Education

<u>There are no expectations at this grade level in this standard</u>

Curriculum Development Overview
Kindergarten PE Curriculum

1st Quarter		
Standard	Grade Level Expectation	Physical Education Concept
Standard #1	PEGLE #1 Demonstrate body and spatial awareness through movement	Introduce eye-foot coordination: • Kick a stationary object, using a simple kicking pattern Introduce and practice • Travel in straight, curved, and zigzagged Pathways. • Demonstrate contrast between fast and slow speeds while using locomotor skills • Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations • Travel within a large group without bumping into others or falling while using a variety of locomotor skills. • Participate in chase and flee activities that include various spatial relationships.
Standard #2	PEGLE #1 Understand that physical activity increases the heart rate, making the heart stronger	Sustain moderate to vigorous physical activity for short periods of time
Standard #3	PEGLE #1 Demonstrate respect for self, others, and equipment	Demonstrate characteristics of sharing Participate as a leader and follower Help manage equipment
Standard #3	PEGLE #2 Demonstrate the ability to follow directions	Start and stop on an auditory and visual signal Speak at appropriate times Follow established class protocols Follow a simple series of instructions for an activity
Vocabulary		
Eye Foot Coordination, Kicking, Punting, Dribbling, Collecting, Trapping, Inside of Foot, Outside of Foot, Sole of Foot, Opposition, Pathway, Straight, Curved, ZigZag, Locomotor Skills, Run, Walk, Jump, Hop, Leap, Skip, Gallop, Slide, Even, Uneven		

Curriculum Development Overview
Kindergarten PE Curriculum

2nd Quarter		
Standard	**Grade Level Expectation**	**Physical Education Concept**
Standard #1	PEGLE #1 Demonstrate body and spatial awareness through movement	Introduce eye-hand coordination: • Toss a ball to oneself, using the underhand throwing pattern, and catch it before it bounces. Introduce eye-foot coordination: • Kick a stationary object, using a simple kicking pattern Practice • Travel within a large group without bumping into others or falling while using a variety of locomotor skills. • Demonstrate contrast between fast and slow speeds while using locomotor skills • Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations • Travel in straight, curved, and zigzagged Pathways. • Participate in chase-and –flee activities that include various spatial relationships
Standard #1	PEGLE #2 Locate the major parts of the body	Move specific body parts in response to a variety of sensory cues such as auditory or visual. (Lower body)
Standard #2	PEGLE #1 Understand that physical activity increases the heart rate, making the heart stronger	Sustain moderate to vigorous physical activity for short periods of time.
Standard #3	PEGLE #1 Demonstrate respect for self, others, and equipment	Identify feelings that result from participation in physical activity Play without interfering with others.
Standard #3	PEGLE #2 Demonstrate the ability to follow directions	Start and stop on an auditory and visual signal
Vocabulary		

Curriculum Development Overview
Kindergarten PE Curriculum

Eye Hand Coordination, Underhand Toss, Overhand Throw, Roll, Catch, Release Point, Pathways, Levels, Directions, Speed, Fast, Medium, Slow, Sprint, Jog, Lower Body Parts, Foot, Heel, Ankle, Shin, Knee

Curriculum Development Overview
Kindergarten PE Curriculum

3rd Quarter		
Standard	Grade Level Expectation	Physical Education Concept
Standard #1	PEGLE #1 Demonstrate body and spatial awareness through movement	Introduce and Practice: • Strike a stationary object • Manipulate objects such as jump ropes, scarves, hoops and balls. Practice • Travel within a large group without bumping into others or falling while using a variety of locomotor skills. • Demonstrate contrast between fast and slow speeds while using locomotor skills • Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations • Travel in straight, curved, and zigzagged Pathways. • Participate in chase-and –flee activities that include various spatial relationships
Standard #1	PEGLE #2 Locate the major parts of the body	Move specific body parts in response to a variety of sensory cues such as auditory or visual. (Core of body)
Standard #2	PEGLE #1 Understand that physical activity increases the heart rate, making the heart stronger	Identify activities that will increase the heart rate Sustain moderate to vigorous physical activity for short periods of time
Standard #3	PEGLE #2 Demonstrate the ability to follow directions	• Start and stop on a auditory and visual signal • Speak at appropriate times • Follow established class protocols • Follow a simple series of instructions for and activity
Vocabulary		
Striking, Implement, Climbing, Log Roll, Balance, Static, Dynamic, Jump Rope, Individual, Group, Long Rope, Pathways, Levels, Directions, Speed, Core Body Parts, Abdominals, Back, Gluteus Maximus, Chest, Trunk, Torso, Oblique's		

Curriculum Development Overview
Kindergarten PE Curriculum

4th Quarter		
Standards	Grade Level Expectation	Physical Education Concept
Standard #1	PEGLE #1 Demonstrate body and spatial awareness through movement	Explore eye-hand and eye-foot activities. Practice • Travel within a large group without bumping into others or falling while using a variety of locomotor skills. • Demonstrate contrast between fast and slow speeds while using locomotor skills • Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations • Travel in straight, curved, and zigzagged Pathways. • Participate in chase-and –flee activities that include various spatial relationships Move synchronously with others. Move in opposition and alternately.
Standard #1	PEGLE #2 Locate the major parts of the body	Identify body planes such as front back and side.
Standard #2	PEGLE #1 Understand that physical activity increases the heart rate, making the heart stronger	Identify the heart rate as an indicator of moderate to vigorous activity. Identify activities that will increase the heart rate. Sustain moderate to vigorous activity for a short period of time.

Standard #3	PEGLE #2 Demonstrate the ability to follow directions	Start and stop on a auditory and visual signal Speak at appropriate times Follow established class protocols
Vocabulary		
Toss, Underhand Throw, Overhand Throw, Roll, Catch, Walk, Run, Skip, Hop, Jump, Slide, Gallop, Leap, Influence, Principles, Cooperative, Yielding, Cooperative Learning, Conflict Resolution, Warm Up,		