Kindergarten

UNIT 1: Motor Skills - Locomotor Movement
TIMELINE: Trimester 1

LOCOMOTOR SKILLS: Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

VOCABULARY: jump gallop walk leap hop skip stop slide jog soft landing general space personal space

OBJECTIVES:
A-1 Walk with proper arm/leg opposition, and correct foot alignment
A-2 Jump in place
A-3 Jump forward, backward and to either side
A-4 Demonstrate soft landing when jumping
A-5 Hop in place (right or left foot)
A-6 Hop forward, backward and to either side
A-7 Hop over and around objects
A-11 Demonstrate a slide by stepping to the side with one foot and closing with the other (right and left)
A-13 Stop on command
A-15 Demonstrate a gallop by stepping with the same foot each time and closing with the other foot
A-18 Skip from one designated position to another
A-19 Skip changing direction and speed
A-20 Differentiate the following movements: running, jogging, jumping, hopping, leaping, sliding, skipping, and galloping
A-22 Move in space without collisions

ASSESSMENT: Teacher observation with checklist
Drawing of different pathways – straight, curved, zigzag

UNIT 2: Motor Skills – Non-Locomotor Movement
TIMELINE: Trimester 1

NON-LOCOMOTOR SKILLS: Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, etc.

VOCABULARY: balance sway rock swing twist curl imitative movement

OBJECTIVES:
A-23 Use movement to express feelings
A-24 Use movement imitatively: animals, personalities, machines and shapes
A-27 Maintain balance in a variety of positions
A-30 Bend, stretch, swing, sway, twist, rock, turn and curl total body and individual body parts in place with ease
A-32 Demonstrate pushing and pulling

ASSESSMENT: Teacher observation with checklists
UNIT 3: Motor Skills – Manipulation/Coordination

TIMELINE: Trimester 1

MANIPULATIVE: Are the skills used when a child handles an object.

Skills: The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

VOCABULARY: single jump

OBJECTIVES:
A-35 Balance objects such as bean bags, koosh balls, etc., utilizing body parts
A-36 Perform various locomotor and non-locomotor skills using a variety of manipulatives (e.g., jump ropes, balls, rings, bean bags, etc.)
A-45 Demonstrate the single jump technique while turning an individual rope

ASSESSMENT: Teacher observation with jump rope checklists

UNIT 4: Motor Skills – Sending and Receiving Objects

TIMELINE: Trimester 1

SENDING SKILLS: Skills such as tossing, throwing, batting, or kicking

RECEIVING SKILLS: The skill of catching

VOCABULARY: stationary target

OBJECTIVES:
A-49 Keep a balloon in the air using different body parts
A-50 Toss an object straight up so that it lands within personal space
A-52 Show a one-hand roll using a large ball
A-53 Roll balls of various sizes and weights
A-55 Roll a ball toward a target
A-57 Toss a small object with one hand and catch with the other
A-60 Kick a ball rolled by a partner
A-61 Kick a stationary ball with right and left foot
A-78 Demonstrate catching a large rolling ball with two hands
A-79 Drop and catch a large ball with two hands

ASSESSMENT: Teacher observation with checklist

UNIT 5: Body Awareness

TIMELINE: Trimester 2

BODY AWARENESS: Will include a basic knowledge of general and personal space including directional movements and identification of body parts.

VOCABULARY: directional movements force

OBJECTIVES:
B-1 Demonstrate the ability to lead a group or follow a leader
B-2 Perform directional movements on verbal commands (forward, backward, up down, and sideways – left/right)
B-3 Identify right side and left side
B-4 Demonstrate understanding of directions such as: backward/forward/sideways, high/low, in front/in back, into/out of, on/off, on top/underneath, top/bottom, over/under, up/down, upper/lower, around/through/across, right/left, upside down/right side up
B-5 Demonstrate understanding of directions such as: above/below/along, toward, away, beside, to the side of, sideways, inside/outside, between, behind/ahead, before/after
B-6 Demonstrate understanding of relationships between self and others: face to face, back to back, side by side, close together, far apart, separate, together
B-7 Demonstrate contrasting movements such as: round/straight/square, short/long/tall, smooth/rough/jerky, sudden/sustained, swift/slow, tight/loose, tiny/big/large, wide/narrow/thin, zig zag/straight, curved/flat/straight, graceful/awkward, light/heavy, near/far
B-9 Recognize, name, and demonstrate body parts and large muscle groups; i.e. forearm, thigh, calf, trunk, instep
B-10 Differentiate between one’s own personal space and that of another
ASSESSMENT: Teacher observation with checklists

UNIT 6: Rhythmic Movement
TIMELINE: Trimester 2
RHYTHMIC MOVEMENT: Means engaging in various movements through space to music or rhythmic sounds
VOCABULARY: traditional dance ethnic dance cultural dance recreational dances imagery tempo
OBJECTIVES:
C-1 Perform traditional dance steps in various ethnic, cultural, and recreational dances
C-2 Use self-expressive movements in response to rhythmical accompaniments, imagery and stories
C-3 Perform locomotor and non-locomotor skills in singing games
C-4 Perform basic locomotor movements in response to different time and tempo of music
C-5 Demonstrate light and heavy movements
C-6 Demonstrate stiff and smooth movements
C-7 Move to music in basic formations: partners, scattered, line, circle, etc.
ASSESSMENT: Teacher observation with checklist

UNIT 7: Health and Skill Related Fitness
TIMELINE: Trimester 2
HEALTH AND SKILL Important components of health related fitness
RELATED FITNESS: include aerobic endurance, muscle strength, and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.
VOCABULARY: physical fitness test coordination strength cardiovascular efficiency power warm ups flexibility strategy agility implement benefits breathing rate (before, after) nutrition basic first aid
OBJECTIVES:
D-1 Participate in at least one physical fitness test item
D-2 Associate results of fitness testing to personal health status and ability to perform various activities.
D-4 Perform exercises that will increase strength and Power
D-5 Perform exercises that will increase flexibility
D-6 Perform exercises that will increase speed, agility, and coordination
D-7 Perform tests that will increase cardiovascular efficiency
D-8 Identify at least one activity associated with each component of health-related physical activity and one from a skill related physical activity
D-9 Develop and implement a strategy for personal fitness components and for goals
D-10 Recognize the necessity of warm ups of body muscles before strenuous exercise
D-12 Understand that breathing rate varies before and after exercise
D-19 Know importance and benefits derived from regular physical activities
D-20 Relate good nutrition and sleep habits to physical fitness
D-21 Know the importance of basic first aid
D-28 Understand how to balance food intake with physical activity

ASSESSMENT: Physical fitness tests

UNIT 8: Attitudinal Growth

TIMELINE: Trimester 3

ATTITUDINAL GROWTH: In physical education, attitudes may be expressed in interests, appreciations, and values developed in/or toward physical education. Evaluation of attitudes should measure such areas as cooperation, sportsmanship, emotional control, respect for others and respect of the rules of the class and equipment.

VOCABULARY: proper clothes and shoes (attire)
sportsmanship
cooperation skills
emotional control
physical exertion

OBJECTIVES:
E-1 Know and observe safety rules related to class
E-2 Wear proper clothes and shoes for physical activities
E-3 Demonstrate cooperation skills necessary for successful participation
E-4 Demonstrate sportsmanship and emotional control
E-5 Show respect for and appreciation for individual differences
E-6 Learn proper usage of equipment
E-7 Demonstrate proper respect and responsible (such as taking turns) social behavior
E-8 Demonstrate simple problem solving skills (decide whose turn it is)
E-9 Participate in activities that require physical exertion daily outside of PE class
E-10 Identify personal interests in regards to one’s exercise capabilities
E-14 Participate in physical activity opportunities in the community (cancer walks, marathons).
E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

ASSESSMENT: Teacher observation with social behavior checklist
Student self-evaluation
UNIT 9: Games and Sports
TIMELINE: Trimester 3
GAMES: Are activities that include low organization and are non-competitive
SPORTS: Are a more organized and competitive in nature
VOCABULARY: low organizational games lead-up modified non-competitive
STUDENTS WILL:
F-1 Participate in low organizational games (including those from other countries
F-2 Learn activities which will be of value in life-long recreational pursuits
F-3 Participate in lead-up and modified games
ASSESSMENT: Teacher observation

UNIT 10: Gymnastics – Stunts and Tumbling
TIMELINE: Trimester 3
STUNTS: A performance displaying a person’s skill or dexterity
TUMBLING: The art of performing acrobatic tumbles
VOCABULARY: base of support
forward rolls
backward rolls
individual balances
partner balances
STUDENTS WILL:
G-1 Perform individual and partner balances
G-2 Perform individual and partner stunts
G-4 Control body balance on increasingly smaller base of support
G-5 Know how to fall safely
G-6 Demonstrate the effect of vision on balance
G-7 Perform forward and backward rolls
ASSESSMENT: Teacher observation with checklist