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| **Kindergarten****PHYSICAL EDUCATION**  | **NASPE/STATE STANDARDS ADDRESSED:** | **STUDENTS WILL UNDERSTAND…** | **ESSENTIAL QUESTIONS…** | **STUDENTS WILL KNOW And RECALL…** | **STUDENTS WILL BE SKILLED AT…** | **ASSESSMENT EVIDENCE:** |
| **ORIENTATION/****PROTOCOLS** | 1,5,619,21,24 | \*Class rules create a safe environment\*Teacher/student expectations\*Individual actions/inactions affect others \*Respect for diverse abilities/equipment\*Being prepared for class means (proper shoes, positive attitude, ready to learn…)\*Everyone has the right to a positive & encouraging learning environment**-Be Safe****-Be Respectful****-Be Responsible** | \*How does my behavior affect others during school? | \*How to differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)\*Class expectations\*Conflict resolution\*How to treat others/equipment\*What a positive & encouraging environment looks like | \*Following agreed-upon rules & directions while participating in physical activities\*Handling equipment properly\*Solving conflicts using positive actions  | \*Teacher observation\*Student demonstration\*Role-play behavior scenarios\*Oral comprehension questions  |
| **TEAM BUILDING & COOPERATIVE GAMES** | 1,2,3,5,619,21 |  \*Definition of sportsmanship\*Working together and making sure everyone has a turn to contribute is important when playing  | \*Why is it important for everyone on a team to contribute?\*Why is sportsmanship during games important? | \*How to take lead or follow directions from a leader \*How to cooperate with others to complete a common goal\*How to be a “good sport” & what it means to show sportsmanship during games/activities  | \*Working with others to accomplish a common goal\*Solving disagreements during games | \*Teacher observation\*Student demonstration\*Oral comprehension questions |
| **BODY & SPACE AWARENESS****(DIRECTIONS &** **LEVELS)****(PATHWAYS &** **EFFORT)** | 1,2,3,5,619,21 | \*Spatial awareness and relationships to objects and people\*Definitions of space awareness terms: self-space, general space, direction, levels, pathways, effort | \* What is general space and what kind of movement can I do in general space? | \*Importance of traveling safely in general space\*How to find/check self-space\*When to employ effort concepts at appropriate times | \*Demonstrating control when performing fundamental locomotor skills\*Defining and performing locomotor skills in different directions, levels, locations, and pathways | \*Teacher observation\*Student demonstration\*Oral comprehension questions\*Creation of an obstacle course using: directions, levels, & pathways.\*Cognitive written assessment |
| **LOCOMOTOR MOVEMENTS****(WALKING,** **RUNNING, SLIDING, GALLOPING)****(HOPPING,** **JUMPING, LEAPING, SKIPPING)** | 1,2,4, & 519,21,24 | \*Proper cues for a variety of locomotor movements | \*How can you use locomotor movements to stay physically active? | \*How to describe the major characteristics of mature locomotor movement | \*Performing a variety of locomotor skills needed to engage in health-enhancing physical activity\*Applying space awareness concepts to the performance of locomotor movements\*Demonstrating safe movement in physical activities | \*Teacher observation\*Oral comprehension questions\*Skill self-assessment |
| **UNDERHAND THROWING & CATCHING SKILLS**  | 1,2,4, & 5 19,21,24  | \*Importance of where you release the ball \*Importance of following through \*Importance of hand placement when catching  | \*What is the importance of throwing and catching skills in sports?  | \*Characteristics of a mature underhand throw: **1. Face target 2. Arm back 3. Step with opposite foot 4. Release ball between knee and waist** **5. Follow through to target**  | \*Demonstrating proper underhand throwing technique \*Demonstrate proper catching technique during self-toss and partner activities \*Working cooperatively with a partner during class activities \*Demonstrating control when performing skill work | \*Teacher observation \*Oral comprehension questions \*Pre/Post writ cognitive test \*Pre/Post skill check rubric \*Student personal and social responsibility self-check  |

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| OVERHAND THROWING/CATCHING(LEVELS, SELF-SPACE, SELF-TOSS, CATCH)(DISTANCE, PARTNERS, TRAVELING) | 1,2,4, & 519, 21, 24 | \*Importance of where you release the ball\*Importance of following through\*Importance of hand placement while catching | \*How does learning a new skill make physical activities more enjoyable?\*What is the importance of throwing and catching skills in sports? | \*Characteristics of a mature overhand throw*1. Side to target**2. Bring throwing arm back above shoulder**3. Step with opposite foot**4. Follow through across body*\*Characteristics of a mature catch*1. Eyes on the ball until it reaches hands**2. Reach for the ball; don’t wait for it to come to you*\*Catching hand placement at different levels | \*Demonstrating proper throwing technique\*Demonstrating proper catching technique during self-toss & partner activities\*Working cooperatively with a partner during class activities\*Demonstrating control when performing skill work | \*Teacher observation\*Oral comprehension questions\*Student Personal & Social Responsibility Self-Check\*Pre/Post written cognitive assessment\*Pre/Post Psychomotor skill assessment (Rubric Skill Check) |
| DRIBBLING WITH HANDS/PASSING (BASKETBALL SKILLS)(SELF-SPACE, GENERAL SPACE, SPEEDS)(DIRECTIONS, PATHWAYS, RELATIONSHIPS) | 1,2,4,& 519, 21, 24 | \*Proper cues for dribbling with hands\*Importance of using finger pads\*Different ways to pass a ball: chest, bounce, & overhead | \*How can you dribble continuously?\*How can you control a basketball while moving in different directions?\*How does the speed at which you are dribbling effect your control of the ball? | \*Technique cues for dribbling with hands:***1.Keep head up: don’t look at the ball******2. Use finger pads******3. Keep ball lower than hips******4. Keep ball at your side***\*Technique cues for different passes:***\*Thumbs go down and in/palms outward*** ***\*Step towards partner******\*Pass ends up chest level*****chest**- starts chest level**bounce-** bounce towards partner **overhead-**  start the ball directly overhead | \*Dribbling a ball in self-space with one hand\*Dribbling a ball in general space in different directions\*Dribbling a ball while traveling in different pathways \*Dribbling a ball at different speeds\*Demonstrating different passes\*Passing using a chest, bounce, and overhead pass  | \*Teacher observation\*Oral comprehension questions\*Pre/Post written cognitive test |
| SOCCER SKILLS(DRIBBLING, PASSING, SHOOTING, SMALL-SIDED GAMES) | 1,2,4, & 519,21,24 | \*Proper cues for dribbling, passing, and shooting\*Importance of dribbling under control \*Different ways to pass: inside push pass/outside flick pass  | \*Why do you need to move and stay active everyday?\*When is the best time to use an inside the foot push pass and an outside flick pass? | \*Technique cues for dribbling, with feet:*1. Tiny touches (inside/outside) of feet**2. Look up when you travel**3. Keep ball within arms length* \*Technique cues for passing (inside-push pass):*1.Place non-kicking foot next to the ball**2. Keep your foot stiff when striking the ball**3.Push and follow through*\*Technique cues for shooting:*1. Place non-kicking foot next to the ball**2. Bring leg back from your hip**3. Point toe down-shoot with your shoelaces (hit middle of the ball* | \*Dribbling a ball under control in general space\*Dribbling at different speeds and in different directions \*Demonstrating an inside/outside the foot pass\*Demonstrating shooting with shoelaces | \*Teacher observation\*Oral comprehension questions\*Pre/Post written cognitive test\*Pre/Post skill testing\*Pedometer reading worksheet |