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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** | 1,5,6  19,21,24 | \*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** | 1,2,3,5,6  19,21 | \*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)** | 1,2,3,5,6  19,21 | \*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, & 5  19,21,24 | \*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, & 5  19, 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,& 5  19, 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, & 5  19,21,24 | \*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 |