

Physical Education – Kindergarten

Course #5015020

Kindergarten

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the CPALMS.org Physical Education Benchmarks. The emphasis is on how students move in their environment. Students will learn fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping), non-locomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling), and manipulative (rolling, throwing, catching, bouncing, kicking) skills. Students will participate in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills, fitness concepts and fitness development exercises. Students will participate in a variety of movement activities leading to experiences of personal feelings of success. Units of instruction may include but are not limited to fitness, skill development, manipulatives, and accepting and expressing ideas through movement.

The content should include, but not be limited to, the following:

- **Core Concepts (health behaviors, disease prevention, body parts following rules and safety)**
- **Accessing Information (family rules, friend behavior, reliable resources and following rules)**
- **Internal and External Influences (warning labels and trusted adults/professionals)**
- **Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)**
- **Decision Making (positive or negative health enhancing choices, healthy options)**
- **Self-Management (reducing risks)**
- **Advocacy (positive promotion, school and community rules)**

YEAR AT A GLANCE

PE	<u>Movement Competency</u>	<u>Cognitive Abilities</u>	<u>Lifetime Fitness</u>	<u>Responsible Behaviors and Values</u>
Quarter 1	<u>M- (Learning goal)</u>	<u>C – (Learning goal)</u>	<u>L – (learning goal)</u>	<u>R – (learning goal)</u>
	<u>Students will:</u>	<u>Students will:</u>	<u>Students will:</u>	<u>Students will:</u>
Grade K	<ul style="list-style-type: none"> ○ Safely use locomotor skills and movement concepts to travel in personal and 	<ul style="list-style-type: none"> ○ Recognize personal and general space. 	<ul style="list-style-type: none"> ○ Recognize a moderate and vigorous physical activity 	<ul style="list-style-type: none"> ○ Identify and use equipment safely and properly while being respectful to others.

	general space and in relation to others and their surroundings.		and a benefit of participation.	
PE Quarter 2	<u>Movement Competency</u> <u>M- (Learning goal)</u> <u>Students will:</u>	<u>Cognitive Abilities</u> <u>C – (Learning goal)</u> <u>Students will:</u>	<u>Lifetime Fitness</u> <u>L – (learning goal)</u> <u>Students will:</u>	<u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> <u>Students will:</u>
Grade K	<ul style="list-style-type: none"> ○ Successfully roll and throw in an underhand motion and demonstrate the correct technique for both motions. ○ Catch a variety of self-tossed objects and bounce and catch a large playground ball using 2 hands. 	<ul style="list-style-type: none"> ○ Recognize the concept and cues of using dominant and non-dominant hand/foot for throwing, striking and kicking. 	<ul style="list-style-type: none"> ○ Identify activities that increase breathing and heart rate, a physiological sign and how intensity affects heart rate. 	<ul style="list-style-type: none"> ○ Identify ways to cooperate with a partner during physical activity.
PE Quarter 3	<u>Movement Competency</u> <u>M- (Learning goal)</u> <u>Students will:</u>	<u>Cognitive Abilities</u> <u>C – (Learning goal)</u> <u>Students will:</u>	<u>Lifetime Fitness</u> <u>L – (learning goal)</u> <u>Students will:</u>	<u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> <u>Students will:</u>
Grade K	<ul style="list-style-type: none"> ○ Successfully strike an object forcefully using a modified, long handled implement of various sizes, weights, and composition. 	<ul style="list-style-type: none"> ○ Recognize a warm up and cool down activity. 	<ul style="list-style-type: none"> ○ Identify opportunities for involvement in physical activities after the school day. 	<ul style="list-style-type: none"> ○ Identify a benefit of trying new movement and motor skills even when not successful on the first try.
PE	<u>Movement Competency</u>	<u>Cognitive Abilities</u>	<u>Lifetime Fitness</u>	<u>Responsible Behaviors and Values</u>

Quarter 4	<u>M- (Learning goal)</u> Students will:	<u>C – (Learning goal)</u> Students will:	<u>L – (learning goal)</u> Students will:	<u>R – (learning goal)</u> Students will:
Grade K	<ul style="list-style-type: none"> ○ Perform a creative movement sequence and variety of rolling activities safely. 	<ul style="list-style-type: none"> ○ Identify technology that can be utilized to enhance physical activity. 	<ul style="list-style-type: none"> ○ Identify location of muscles and proper flexibility. 	<ul style="list-style-type: none"> ○ Identify their own feelings toward physical activity and select activity preferences respectfully.

Physical Education - Grade Kindergarten (#5015020) 2022 - And Beyond (current)

This document was generated on CPALMS - www.cpalms.org

Course Standards

Name	Description
PE.K.C.2.1:	Recognize locomotor skills.
PE.K.C.2.2:	Recognize physical activities have safety rules and procedures.
PE.K.C.2.3:	Recognize technology can be utilized during physical activity.
PE.K.C.2.4:	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.
PE.K.C.2.5:	Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.

PE.K.C.2.6:	Recite cues for a variety of movement patterns and skills.
PE.K.C.2.7:	Identify personal and general space.
PE.K.C.2.8:	Recognize movement concepts.
PE.K.L.3.1:	Identify a moderate physical activity.
PE.K.L.3.2:	Identify a vigorous physical activity.
PE.K.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.K.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.K.L.3.5:	Describe physical-activity goal-setting.
PE.K.L.3.6:	Identify the benefits of participating in physical activity.
PE.K.L.3.7:	Verbally state the search used before crossing a roadway.
PE.K.L.4.1:	Identify the location of muscles that help the body perform specific physical activities.
PE.K.L.4.2:	Identify that the heart beats faster during more intense physical activity.
PE.K.L.4.3:	Identify activities that increase breathing and heart rate.
PE.K.L.4.4:	Identify a physiological sign of participating in physical activity.
PE.K.L.4.5:	Identify a benefit of flexibility.
PE.K.L.4.6:	Differentiate between healthy and unhealthy food choices.

PE.K.M.1.1:	Use a variety of locomotor skills to travel in personal and general space.
PE.K.M.1.2:	Strike objects using body parts forcefully.
PE.K.M.1.3:	Balance a lightweight object on a paddle/racket while moving.
PE.K.M.1.4:	Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.
PE.K.M.1.5:	Use two hands to bounce and catch a large playground ball.
PE.K.M.1.6:	Participate in a variety of introductory water skills.
PE.K.M.1.7:	Catch a variety of self-tossed objects.
PE.K.M.1.8:	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.9:	Throw a variety of objects forcefully using an overhand motion.
PE.K.M.1.10:	Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.
PE.K.M.1.11:	Balance on a variety of body parts.
PE.K.M.1.12:	Perform a variety of rolling actions.
PE.K.M.1.13:	Move in a variety of ways in relation to others.
PE.K.R.5.1:	Identify ways to cooperate with a partner during physical activity.
PE.K.R.5.2:	Use equipment safely and properly.

[PE.K.R.5.3:](#) Identify ways to treat others with respect during physical activity.

[PE.K.R.6.1:](#) Identify physical activities that are enjoyable.

[PE.K.R.6.2:](#) Identify a benefit of willingly trying new movements and motor skills.

[PE.K.R.6.3:](#) Identify the benefits of continuing to participate when not successful on the first try.

Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

[MA.K12.MTR.3.1:](#)

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.

- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

[MA.K12.MTR.6.1:](#)

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.1.1:](#)

[ELA.K12.EE.2.1:](#)

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

[ELA.K12.EE.5.1:](#)

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to

incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

[ELA.K12.EE.6.1:](#)

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[HE.K.B.5.1:](#)

Name situations when a health-related decision can be made individually or when assistance is needed.

[HE.K.C.1.2:](#)

Recognize the physical dimensions of health.

[HE.K.P.7.1:](#)

Identify healthy practices and behaviors to maintain or improve personal health.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.