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| **Content Area** | Physical Education | | | **Grade Level** | Kindergarten | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Movement Competence and Understanding | 1. Demonstrate body and spatial awareness through safe movement | | | | | | PE09-GR.k-S.1-GLE.1 |
| 1. Locate the major parts of the body | | | | | | PE09-GR.k-S.1-GLE.2 |
| 1. Physical and Personal Wellness | 1. Understand that physical activity increases the heart rate, making the heart stronger | | | | | | PE09-GR.k-S.2-GLE.1 |
| 1. Emotional and Social Wellness | 1. Demonstrate respect for self, others, and equipment | | | | | | PE09-GR.k-S.3-GLE.1 |
| 1. Demonstrate the ability to follow directions | | | | | | PE09-GR.k-S.3-GLE.2 |
| 1. 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* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Playing Nice In The Sand Box | | | 2-4 weeks | | | 1 | |
| Movement and Spatial Awareness | | | 2-4 weeks | | | 2 | |
| Knowing Your Body | | | 4-6 weeks | | | 3 | |
| Relationships with Others | | | 5-8 weeks | | | 4 | |

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| **Unit Title** | Playing Nice In The Sand Box | | | **Length of Unit** | 2-4 Weeks |
| **Focusing Lens(es)** | Social Responsibility | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.k-S.3-GLE.2  PE09-GR.k-S.3-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Why is sharing sometimes difficult? (PE09-GR.k-S.3-GLE.1-EO.a; IQ.1) * Would you rather be a leader or a follower? Why? (PE09-GR.k-S.3-GLE.1-EO.c; IQ.2) * What would equipment look like if we didn't take care of it? (PE09-GR.k-S.3-GLE.1-EO.d; IQ.3) | | | | |
| **Unit Strands** | Physical and Personal Wellness in Physical Education  Emotional and Social Wellness in Physical Education | | | | |
| **Concepts** | Leadership; sharing; empathy; understanding rules; demonstration; listening; responsible participation; management; awareness of others and self; citizenship; respect; laws and rules; sequencing; responsibility | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Responsible participation, empathy and self-awareness promote kind actions in all activities. (PE09-GR.k-S.3-GLE.1-EO.a,e; IQ.1,3,5; RA.2,3; N.1,2) | What does responsible participation look like? (PE09-GR.k-S.3-GLE.1-EO.a,b; IQ.2,3,5; RA.1,3; N.1) | Responsible behavior can be used in what environments? (PE09-GR.k-S.3-GLE.1-EO.a; RA.1,3; N.1,2)  Why is it important to take care of equipment? (PE09-GR.k-S.3-GLE.1-EO.d; IQ.3,5; RA.3; N.1) |
| Active listening and visual awareness assist students in their management of self. (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; IQ.1,2; RA.1,2; N.1) | What does active listening look like? (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; IQ.1,2; RA.1,2; N.1) | Why does active listening help self-management? (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; IQ.1,2; RA.1,2; N.1)  How does playing "Simon says" make you feel? (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; IQ.1,2; RA.1,2; N.1) |
| Responsible participation as both a leader and follower in a sharing environment supports positive social encounters. . (PE09-GR.k-S.3-GLE.1-EO.c,e; IQ. 2; RA.1; N.2) | Which is more important, to lead or to follow? | How is it different when leading or following? |
| Awareness of rules promotes good citizenship when participating in group activities. (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; IQ.1,2; RA.1,2; N.1) | What are rules in physical education? (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; IQ.1,2; RA.1,2; N.1) | Why are rules important? (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; IQ.1,2; RA.1,2; N.1) |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Participate as a leader and follower (PE09-GR.k-S.3-GLE.1-EO.c) * Play without interfering with others (PE09-GR.k-S.3-GLE.1-EO.e) * Start and stop on an auditory and visual signal (PE09-GR.k-S.3-GLE.2-EO.a) * Follow established class protocols (PE09-GR.k-S.3 GLE.2-EO.d) * Speak at appropriate times (PE09-GR.k-S.3 GLE.2-EO.c) * Follow a simple series of instructions for an activity (PE09-GR.k-S.3 GLE.2-EO.b) * Help manage equipment (PE09-GR.k-S.3 GLE.1-EO.d) * Demonstrate the characteristics of sharing (PE09-GR.k-S.3 GLE.1-EO.c) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Working together, showing respect, taking turns and listening makes class more fun for everyone.* |
| **Academic Vocabulary:** | Leadership; sharing; empathy; demonstration; listening; management; citizenship. | |
| **Technical Vocabulary:** | Responsible behavior; awareness of others and self, characteristics, auditory and visual signals. | |
| **Evidence Outcomes to address in upcoming grades to promote student mastery in the future:** | Identify and demonstrate acceptable responses to challenges, successes, and failures (PE09-GR.k-S.3-GLE.1-EO.a)  Identify and demonstrate the attributes of being an effective partner or group member in physical activity (PE09-GR.k-S.3-GLE.1-EO.c)  Help another student share space effectively (PE09-GR.k-S.3-GLE.1-EO.d) | |

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| **Unit Title** | Movement and Spatial Awareness | | | **Length of Unit** | 2-4 Weeks |
| **Focusing Lens(es)** | Competent Movers | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.k-S.1-GLE.1  PE09-GR.k-S.1-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * When moving in a group, how do you keep from bumping into each other? (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.1,3,4; RA.1,2; N.2 ) * When is moving at a fast speed safer, and when is moving at a slow speed safer? (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.1,3,4; RA.1,2; N. 2) * Which animals use the same movements? (PE09-GR.k-S.1-GLE.1-EO.b,c,d,f,g; IQ.1,2; RA.1) * Why is it easier to move in the same direction in which a group is moving than to move against them? (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.3,4; RA.1,2; N. 2) | | | | |
| **Unit Strands** | Movement Competence and Understanding | | | | |
| **Concepts** | Identification, Demonstration, Variation, Traveling, Space, Levels, Creation, Locomotion, Pathways, (All) Citizenship; Respect; Laws and Rules; Sequencing; Responsibility | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Variation of movement patterns will lead to a more responsible mover traveling through space. (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.1,3,4; RA.1,2; N.1,2) | Is moving in the gym similar to when people drive on the street? | Why should someone understand responsibility when moving?  Why is it easier to move in the same direction in which a group is moving than to move against them? |
| Identification of different pathways and levels while performing similar movements demonstrates variation. (PE09-GR.k-S.1-GLE.1-EO.c,d; IQ.1,2; RA.3; N.3) | What is the name of an animal, other than a human, that moves by hopping? | How are different ways that a person can demonstrate a jump? |
| Respect of others while moving keeps everyone safe. (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.1,3,4; RA.1,2; N.1,2) | What will happen if people do not respect others when moving? | Why is it important to keep your head up and eyes forward when moving? |

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| Key Skills:  My students will be able to (Do)… |
| * Move specified body parts in response to a variety of sensory cues such as auditory or visual (PE09-GR.k-S.1-GLE.2-EO.a) * Move in opposition and alternately (PE09-GR.k-S.1-GLE.1-EO.e) * Demonstrate contrasts between slow and fast speeds while using locomotor skills (PE09-GR.k-S.1-GLE.1-EO.b) * Travel within a large group without bumping in others or falling, while using a variety of locomotor skills (PE09-GR.k-S.1-GLE.1-EO.a) * Identify body planes such as front, back and side (PE09-GR.k-S.1-GLE.2-EO.b) * Create shapes at high, medium, and low levels by using hands, arms, torso, feet and legs in a variety of combinations (PE09-GR.k-S.1-GLE.1-EO.c) * Travel in straight, curved and zigzag pathways (PE09-GR.k-S.1-GLE.1-EO.d) * Put skills into different game situations (PE09-GR.k-S.1-GLE.1-EO.d) * Work within a group (PE09-GR.k-S.1-GLE.1-EO.g) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Aaron is able to move, around others, in a way that shows different movement styles while being safe.* |
| **Academic Vocabulary:** | Straight, high, medium, low, demonstrate | |
| **Technical Vocabulary:** | Opposition, alternately, body plane, hands, arms, torso, feet, legs, locomotor | |
| Evidence Outcomes to address in upcoming grades to promote student mastery in the future: | Manipulate objects such as jump ropes, scarves, hoops and balls (PE09-GR.k-S.1-GLE.1-EO.e)  Perform rhythmical movements using small musical aids (PE09-GR.k-S.1-GLE.1-EO.h)  Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces (PE09-GR.k-S.1-GLE.2-EO.e)  Strike a stationary object (PE09-GR.k-S.1-GLE.2-EO.c)  Kick a stationary object, using a simple kicking pattern (PE09-GR.k-S.1-GLE.2-EO.h) | |

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| **Unit Title** | Knowing Your Body | | | **Length of Unit** | 4-6 Weeks |
| **Focusing Lens(es)** | Personal Awareness | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.k-S.2-GLE.1  PE09-GR.k-S.3-GLE.2  PE09-GR.k-S.3-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Which activities can you do for the longest time? Shortest time? (PE09-GR.k-S.2-GLE.1-EO.b,c; IQ. 1; RA. 2; N.2,3) * Are there other ways other than checking your heart rate to know that your heart is working hard? (PE09-GR.k-S.2-GLE.1-EO.a,c; IQ. 2; RA. 1,2; N.1,2) * What are different ways to increase a heartbeat? (PE09-GR.k-S.2-GLE.1-EO.c; IQ. 1; RA. 1; N.1,2) | | | | |
| **Unit Strands** | Physical and Personal Wellness in Physical Education  Emotional and Social Wellness in Physical Education | | | | |
| **Concepts** | Feelings; Knowing oneself; Understanding; Reflection; Body Awareness, Moderation, Sustainability, Time, Identification, Participation, Intensity, Health & Wellness, Citizenship; Respect; Laws and Rules; Sequencing; Responsibility | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Rules and responsibility promote respect, good citizenship, and safety. (PE09-GR.k-S.3-GLE.2-EO.a,b,d; IQ. 1; RA.1; N.1) | Which safety rule is most important? | Why are rules important? |
| Identification of feelings that result from participating in physical activity promotes an understanding of body awareness. (PE09-GR.k-S.2-GLE.1-EO.a; IQ. 1; RA.1 ; N.3) | What is physical activity? | Why are feelings important? |
| Participation in moderate to vigorous physical activities facilitates health and wellness. (PE09-GR.k-S.2-GLE.1-EO.a,b; IQ. 1,2; RA.1; N.1,2,3) | What activities make your heart beat faster? | Why is being physically active important? |
| Identification of the heart rate during participation in physical activity facilitates understanding of the intensity of a physical activity. (PE09-GR.k-S.2-GLE.1-EO.a,c; IQ. 1,2; RA.2; N.1) | What is a heart rate? | Why does the heart beat faster while participating in physical activity?  How does running make you feel? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Sustain moderate to vigorous physical activity for short periods of time (PE09-GR.k-S.2-GLE.1-EO.b) * Find and feel the heart rate (PE09-GR.k-S.2-GLE.1-EO.a) * Follow established class protocols (PE09-GR.k-S.3-GLE.2-EO.d) * Speak at appropriate times (PE09-GR.k-S.3-GLE.2-EO.c) * Follow a simple series of instructions for an activity (PE09-GR.k-S.3-GLE.2-EO.b) * Help manage equipment (PE09-GR.k-S.3-GLE.1-EO.d) * Identify feelings that result from participation in physical activity (PE09-GR.k-S.3-GLE.1-EO.b) * Identify activities that will increase the heart rate (PE09-GR.k-S.2-GLE.1-EO.c) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Chris’s participation in physical activity for short periods of time promotes a healthy student and a better learner.* |
| **Academic Vocabulary:** | Participation, feelings, physical activity, identify, moderate, vigorous, sustain, instructions, protocols | |
| **Technical Vocabulary:** | Heart rate, participation, physical activity, moderate, vigorous, sustain, short periods of time, equipment | |
| **Evidence Outcomes to address in upcoming grades to promote student mastery in the future:** | Balance at different levels on different body parts (PE09-GR.k-S.1-GLE.1-EO.f)  Use body parts and light implements to strike stationary and moving objects (PE09-GR.k-S.1-GLE.2-EO.h)  Identify basic exercises that will help strengthen various muscles of the body (PE09-GR.k-S.2-GLE.1-EO.a)  Identify physical activities that require strong muscles (PE09-GR.k-S.2-GLE.1-EO.b) | |

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| **Unit Title** | Relationships with Others | | | **Length of Unit** | 5-8 weeks |
| **Focusing Lens(es)** | Cooperation | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.k-S.1-GLE.1  PE09-GR.k-S.3-GLE.1  PE09-GR.k-S.3-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * When moving in a group, how do you keep from bumping into each other? (PE09-GR.k-S.1-GLE.1-EO.f,g; IQ. 3; RA. 2; N.1) * Why is it easier to move in the same direction in which a group is moving than to move against the group? (PE09-GR.k-S.1-GLE.1-EO.f; IQ. 4; RA.2 ; N.1) * Why is a certain amount of space needed between members of a group while the group is moving? (PE09-GR.k-S.1-GLE.1-EO.g; IQ. 1,3,4; RA. 2; N.2) | | | | |
| **Unit Strands** | Movement Competence and Understanding in Physical Education | | | | |
| **Concepts** | Cooperation; Empathy; Social Cues; Critical Thinking and Reasoning; Synchronicity; Movement, Participation, Relationships, Strategies, Imitation; Respect; Laws and Rules; Sequencing; Responsibility | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Respect exemplifies the acceptance of personal responsibility for actions and following laws and rules. (PE09-GR.k-S.1-GLE.1-EO.f,g; IQ. 1,3,4; RA. 1; N.1,2) | What should you do if you accidentally run into another person? | How are you showing respect to others by following rules of a game? |
| Strong relationships develop through cooperation and empathy. (PE09-GR.k-S.3-GLE.1-EO.a; IQ. 1; RA. 2; N.1,2) | Are you showing citizenship if you do not cooperate with others? | Why is there relationship between cooperation and empathy? |
| Movement participation requires knowledge of various spatial relationships. (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; RA. 1; N.1) | How do you know how fast you should move in a game or activity? | How can you determine the difference between imitation and synchronization? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Move synchronously with others (PE09-GR.k-S.1-GLE.1-EO.f) * Participate in chase-and-flee activities that include various spatial relationships (PE09-GR.k-S. 1-GLE.1-EO.g) * Follow a simple series of instructions for an activity (PE09-GR.k-S.1-GLE.2-EO.b) * Speak at appropriate times (PE09-GR.k-S.1-GLE.2-EO.c) * Follow established class protocols (PE09-GR.k-S.1-GLE.2-EO.d) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Aaron can move safely without injuring himself or others.* |
| **Academic Vocabulary:** | Relationships, Rules, Responsibilities | |
| **Technical Vocabulary:** | Chase-and-Flee | |