

**Curriculum Development Course at a Glance  
Planning for Kindergarten Physical Education**

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	Kindergarten
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Movement Competence and Understanding	1. Demonstrate body and spatial awareness through safe movement	PE09-GR.k-S.1-GLE.1	
	2. Locate the major parts of the body	PE09-GR.k-S.1-GLE.2	
2. Physical and Personal Wellness	1. Understand that physical activity increases the heart rate, making the heart stronger	PE09-GR.k-S.2-GLE.1	
3. Emotional and Social Wellness	1. Demonstrate respect for self, others, and equipment	PE09-GR.k-S.3-GLE.1	
	2. Demonstrate the ability to follow directions	PE09-GR.k-S.3-GLE.2	
4. Prevention and Risk Management	Expectations for this standard are integrated into the other standards at this grade level.		

**Colorado 21<sup>st</sup> 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*

**Colorado's  
Comprehensive  
Health and Physical  
Education Standards**

**Mental and Emotional**

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
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

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

<b>Unit Title</b>	Playing Nice In The Sand Box		<b>Length of Unit</b>	2-4 Weeks
<b>Focusing Lens(es)</b>	Social Responsibility	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.k-S.3-GLE.2 PE09-GR.k-S.3-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Why is sharing sometimes difficult? (PE09-GR.k-S.3-GLE.1-EO.a; IQ.1)</li> <li>Would you rather be a leader or a follower? Why? (PE09-GR.k-S.3-GLE.1-EO.c; IQ.2)</li> <li>What would equipment look like if we didn't take care of it? (PE09-GR.k-S.3-GLE.1-EO.d; IQ.3)</li> </ul>			
<b>Unit Strands</b>	Physical and Personal Wellness in Physical Education Emotional and Social Wellness in Physical Education			
<b>Concepts</b>	Leadership; sharing; empathy; understanding rules; demonstration; listening; responsible participation; management; awareness of others and self; citizenship; respect; laws and rules; sequencing; responsibility			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
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)

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

**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)

**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)

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

<b>Unit Title</b>	Movement and Spatial Awareness		<b>Length of Unit</b>	2-4 Weeks
<b>Focusing Lens(es)</b>	Competent Movers	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.k-S.1-GLE.1 PE09-GR.k-S.1-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• 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 )</li> <li>• 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)</li> <li>• Which animals use the same movements? (PE09-GR.k-S.1-GLE.1-EO.b,c,d,f,g; IQ.1,2; RA.1)</li> <li>• 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)</li> </ul>			
<b>Unit Strands</b>	Movement Competence and Understanding			
<b>Concepts</b>	Identification, Demonstration, Variation, Traveling, Space, Levels, Creation, Locomotion, Pathways, (All) Citizenship; Respect; Laws and Rules; Sequencing; Responsibility			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
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?

**Curriculum Development Overview  
Unit Planning for Kindergarten Physical Education**

**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)

**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):**

*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)

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

<b>Unit Title</b>	Knowing Your Body		<b>Length of Unit</b>	4-6 Weeks
<b>Focusing Lens(es)</b>	Personal Awareness	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.k-S.2-GLE.1 PE09-GR.k-S.3-GLE.2 PE09-GR.k-S.3-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• What are different ways to increase a heartbeat? (PE09-GR.k-S.2-GLE.1-EO.c; IQ. 1; RA. 1; N.1,2)</li> </ul>			
<b>Unit Strands</b>	Physical and Personal Wellness in Physical Education Emotional and Social Wellness in Physical Education			
<b>Concepts</b>	Feelings; Knowing oneself; Understanding; Reflection; Body Awareness, Moderation, Sustainability, Time, Identification, Participation, Intensity, Health & Wellness, Citizenship; Respect; Laws and Rules; Sequencing; Responsibility			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
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?

**Curriculum Development Overview  
Unit Planning for Kindergarten Physical Education**

**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)

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

<b>Unit Title</b>	Relationships with Others		<b>Length of Unit</b>	5-8 weeks
<b>Focusing Lens(es)</b>	Cooperation	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.k-S.1-GLE.1 PE09-GR.k-S.3-GLE.1 PE09-GR.k-S.3-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul>			
<b>Unit Strands</b>	Movement Competence and Understanding in Physical Education			
<b>Concepts</b>	Cooperation; Empathy; Social Cues; Critical Thinking and Reasoning; Synchronicity; Movement, Participation, Relationships, Strategies, Imitation; Respect; Laws and Rules; Sequencing; Responsibility			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	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?

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Physical Education**

**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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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):**

*Aaron can move safely without injuring himself or others.*

**Academic Vocabulary:**

Relationships, Rules, Responsibilities

**Technical Vocabulary:**

Chase-and-Flee