## Content Area
Physical Education

## Grade Level
Kindergarten

### Course Name/Course Code

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

### 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

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing Nice In The Sand Box</td>
<td>2-4 weeks</td>
<td>1</td>
</tr>
<tr>
<td>Movement and Spatial Awareness</td>
<td>2-4 weeks</td>
<td>2</td>
</tr>
<tr>
<td>Knowing Your Body</td>
<td>4-6 weeks</td>
<td>3</td>
</tr>
<tr>
<td>Relationships with Others</td>
<td>5-8 weeks</td>
<td>4</td>
</tr>
</tbody>
</table>
Curriculum Development Overview
Unit Planning for Kindergarten Physical Education

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Playing Nice In The Sand Box</th>
<th>Length of Unit</th>
<th>2-4 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Social Responsibility</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>PE09-GR.k-S.3-GLE.2 PE09-GR.k-S.3-GLE.1</td>
</tr>
<tr>
<td>Inquiry Questions (Engaging-Debatable):</td>
<td>• Why is sharing sometimes difficult? (PE09-GR.k-S.3-GLE.1-EO.a; IQ.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Would you rather be a leader or a follower? Why? (PE09-GR.k-S.3-GLE.1-EO.c; IQ.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What would equipment look like if we didn't take care of it? (PE09-GR.k-S.3-GLE.1-EO.d; IQ.3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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<table>
<thead>
<tr>
<th>Generalizations</th>
<th>My students will <strong>Understand</strong> that...</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>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)</td>
<td>Responsible behavior can be used in what environments? (PE09-GR.k-S.3-GLE.1-EO.a; RA.1,3; N.1,2)</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>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)</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Which is more important, to lead or to follow?</td>
<td>How does playing &quot;Simon says&quot; make you feel? (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; IQ.1,2; RA.1,2; N.1)</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>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)</td>
<td>Why are rules important? (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; IQ.1,2; RA.1,2; N.1)</td>
<td></td>
</tr>
</tbody>
</table>
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

**Authors of the Sample:** Aaron Ford (Colorado Springs D-11); Shannon Loveridge (Community Leadership); Chris Strater (Aurora Public Schools); Sue Wright (Woodland Park RE-2)

**Kindergarten, Physical Education Complete Sample Curriculum – Posted: January 31, 2013**

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Movement and Spatial Awareness</th>
<th>Length of Unit</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing Lens(es)</strong></td>
<td>Competent Movers</td>
<td>2-4 Weeks</td>
<td>PE09-GR.k-S.1-GLE.1, PE09-GR.k-S.1-GLE.2</td>
</tr>
</tbody>
</table>

### 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

### Generalizations

**My students will Understand that...**

**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?**
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.1-GLE.2-EO.a)
- Move in opposition and alternately (PE09-GR.k-S.1-GLE.1-GLE.2-EO.e)
- Demonstrate contrasts between slow and fast speeds while using locomotor skills (PE09-GR.k-S.1-GLE.1-GLE.2-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-GLE.2-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-GLE.2-EO.c)
- Travel in straight, curved and zigzag pathways (PE09-GR.k-S.1-GLE.1-GLE.2-EO.d)
- Put skills into different game situations (PE09-GR.k-S.1-GLE.1-GLE.2-EO.d)
- Work within a group (PE09-GR.k-S.1-GLE.1-GLE.2-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.

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Straight, high, medium, low, demonstrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Vocabulary:</td>
<td>Opposition, alternately, body plane, hands, arms, torso, feet, legs, locomotor</td>
</tr>
</tbody>
</table>

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-GLE.2-EO.e)
Perform rhythmical movements using small musical aids (PE09-GR.k-S.1-GLE.1-GLE.2-EO.h)
Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces (PE09-GR.k-S.1-GLE.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.1-GLE.2-EO.h)
## 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

### Generalizations

#### My students will Understand that...

<table>
<thead>
<tr>
<th>Rule/Concept</th>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Which safety rule is most important?</td>
<td>Why are rules important?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What is physical activity?</td>
<td>Why are feelings important?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What activities make your heart beat faster?</td>
<td>Why is being physically active important?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What is a heart rate?</td>
<td>Why does the heart beat faster while participating in physical activity? How does running make you feel?</td>
<td></td>
</tr>
</tbody>
</table>

Authors of the Sample: Aaron Ford (Colorado Springs D-11); Shannon Loveridge (Community Leadership); Chris Strater (Aurora Public Schools); Sue Wright (Woodland Park RE-2)
### Key Skills:

My students will be able to **Do**...

- Sustain moderate to vigorous physical activity for short periods of time (PE09-GR.k-S.1.2-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)

### 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):

**Chris’s participation in physical activity for short periods of time promotes a healthy student and a better learner.**

<table>
<thead>
<tr>
<th><strong>Academic Vocabulary:</strong></th>
<th>Participation, feelings, physical activity, identify, moderate, vigorous, sustain, instructions, protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical Vocabulary:</strong></td>
<td>Heart rate, participation, physical activity, moderate, vigorous, sustain, short periods of time, equipment</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Relationships with Others</th>
<th>Length of Unit</th>
<th>5-8 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing Lens(es)</td>
<td>Cooperation</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>PE09-GR.k-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE09-GR.k-S.3-GLE.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE09-GR.k-S.3-GLE.2</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students will <strong>Understand</strong> that...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What should you do if you accidentally run into another person?</td>
<td>How are you showing respect to others by following rules of a game?</td>
<td></td>
</tr>
<tr>
<td>Strong relationships develop through cooperation and empathy. (PE09-GR.k-S.3-GLE.1-EO.a; IQ. 1; RA. 2; N.1,2)</td>
<td>Are you showing citizenship if you do not cooperate with others?</td>
<td>Why is there relationship between cooperation and empathy?</td>
<td></td>
</tr>
<tr>
<td>Movement participation requires knowledge of various spatial relationships. (PE09-GR.k-S.3-GLE.2-EO.a,b,c,d; RA. 1; N.1)</td>
<td>How do you know how fast you should move in a game or activity?</td>
<td>How can you determine the difference between imitation and synchronization?</td>
<td></td>
</tr>
</tbody>
</table>
### 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)

### Critical Language:

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):

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<tr>
<th>Academic Vocabulary:</th>
<th>Technical Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships, Rules, Responsibilities</td>
<td>Chase-and-Flee</td>
</tr>
</tbody>
</table>

A student can move safely without injuring himself or others.