

# Englewood Public School District

## Phase I Curriculum Alignment 2013-2014

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**This is a Collaborative Department Document**

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*Phase II is currently in the process of development*



# KINDERGARTEN PHYSICAL EDUCATION CURRICULUM

## LOCOMOTOR SKILLS

### Running

<b>Essential Question:</b> <i>How will these skills help you play games/sports?</i>		
<b>Enduring Understandings:</b> To maintain physical fitness, you must learn, practice and participate in a variety of physical activities. Some of the health benefits derived from participation in physical activities are skill development, physical fitness, self-control, and ability to cooperate with peers.	<b>Materials &amp; Resources:</b> Cones, beanbags, parachutes	<b>Vocabulary:</b> Coordination Muscles Relay Sportsmanship
<b>Objectives (Students will be able to apply the following skills/strategies):</b> Demonstrate correct movement skills when running Explain parts of a relay – receiving baton, running, turning around cone, handoff Discuss sportsmanship – how are you a good sport, why is it important? Ability to run around cones in a zig-zag pattern Cooperate with peers while running in circle while holding a parachute Using self-control when tagging peers		<b>Common Core Standards:</b> 2.5.P.A.1 2.5.2.A.3 2.5.2.D.1 2.5.2.D.2
<b>Performance Task Summary (Project):</b> Jogging around the gym. Relays. Running around cones. Parachute games.	<b>Authentic Assessment:</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Pre-lesson timing of running zig-zag</li> <li>• Post-lesson timing of running “ “</li> </ul>	

## Kindergarten - Hopping

<p><b>Essential Question:</b> <i>How will these skills help you perform sports skills?</i></p>		
<p><b>Enduring Understandings:</b>          Knowing and understanding concepts of movement will improve performance in a specific skill and allow for transfer of skills in a variety of sports and activities. In order for all students to enjoy participation, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.</p>	<p><b>Materials &amp; Resources:</b>          CD player and CD's, cones, potato sacks</p>	<p><b>Vocabulary</b>          Rules          Safety          Freeze</p>
<p><b>Objectives (Students will be able to apply the following skills/strategies):</b>          Participate in activities that are based on hopping          Demonstrate ability to hop while holding a potato sack on body          Using self control while participating in dance activities          Discuss the need for rules          Explain how hopping might be used in other activities/sports</p>		<p><b>Common Core Standards:</b>           2.5.P.A.1          2.5.2A.3          2.5.2D.1          2.5.2D.2</p>
<p><b>Performance Task Summary (Project):</b>          Sack races.          Freeze dance.          Hop on one, Hop on two.          Obstacle course.</p>	<p><b>Authentic Assessment:</b>          Observation          Question and Answer</p>	

## Kindergarten - Skipping

<p><b>Essential Question:</b> <i>Skipping is a combination of what two locomotor skills?</i></p>		
<p><b>Enduring Understandings:</b>            Performing movement skills in the correct manner improves overall performance and increases likelihood of participation in lifelong physical activity. Knowing concepts of movement will improve performance and provide foundation of transfer of skills.</p>	<p><b>Materials &amp; Resources:</b>            CD player and CD's, cones, parachutes</p>	<p><b>Vocabulary:</b>            Participation            Performance</p>
<p><b>Objectives (Students will be able to apply the following skills/strategies):</b>            Students will be able to break down the parts of skipping.            Students will be able to participate in activities using skipping.            Students will demonstrate self-control when dancing and playing games.            Students will participate in parachute games utilizing skipping.</p>		<p><b>Common Core Standards:</b>            2.5.P.A.1            2.5.2.C.2</p>
<p><b>Performance Task Summary (Project):</b>            Parachute.            Freeze dance.            Relays.</p>	<p><b>Authentic Assessment:</b>            Teacher observation            Performance based assessment</p>	

## KINDERGARTEN - Jumping

<p><b>Essential Question:</b> <i>Jumping skills are used in which sports and activities?</i></p>		
<p><b>Enduring Understandings:</b>            Performing movement skills in the correct manner improves overall performance. Knowing concepts of movement will improve performance and provide the foundation for transfer of skills.</p>	<p><b>Materials and Resources:</b>            Cones, tunnel, hula hoops, jump ropes</p>	<p><b>Vocabulary:</b>            Jumping            Leaping            Vertical            Horizontal</p>
<p><b>Objectives (Students will be able to apply the following skills/strategies):</b>            Students will be able to demonstrate correct form when jumping.            Students will be able to use jumping in a variety of games and situations.            Students will be able to demonstrate jumping while running an obstacle course.            Students will be able to explain in which sports jumping is a useful skill.</p>		<p><b>Common Core Standards:</b>            2.5.P.A.1            2.5.2.C.2</p>
<p><b>Performance Task Summary (Project):</b>            Jump for distance.            Obstacle course.            Vertical jump.            Horizontal jump.</p>	<p><b>Authentic Assessment:</b>            Teacher observation            Pre-lesson assessment of jumping distance.            Post-lesson assessment.            Question and answer.</p>	

## MANIPULATIVE SKILLS UNIT

<p><b>Essential Question:</b> <i>Why do we need to learn skills such as throwing and catching?</i></p>		
<p><b>Enduring Understandings:</b> To maintain physical fitness, you must learn, practice and participate in a variety of physical activities. With this knowledge you can participate in a variety of physical activities throughout your life.</p>	<p><b>Materials &amp; Resources:</b> Bean bags, beach balls, hula hoops, playground balls, balance beam</p>	<p><b>Vocabulary:</b> Control Personal space</p>
<p><b>Objectives (Students will be able to apply the following skills/strategies):</b> Students will be able to develop spatial and coordination skills. Students will be able to explain and perform movement skills with appropriate control. Students will be able to explain personal space and why it is important. Demonstrate basic activity and safety rules and how they contributed to a safe environment. Explain how regular physical activity contributes to personal health.</p>		<p><b>Common Core Standards:</b> 2.5.P.A 2.5.2.A 2.5.2C2.6.2.A</p>
<p><b>Performance Task Summary (Project):</b> Tossing and catching bean bags, beach balls, and playground balls. Twisting a hula – hoop around the waist. Catching a playground ball. Walk on a balance beam.</p>	<p><b>Authentic Assessment:</b> Teacher observation Question and answer</p>	

## GAMES UNIT

<p><b>Essential Question:</b> <i>How are the skills you learned earlier this year used in these games?</i></p>		
<p><b>Enduring Understandings:</b> Knowing and understanding concepts of games will improve sports and games and performance in a variety of sports and games. This will allow for the transfer of skills in a variety of games and sports.</p>	<p><b>Materials &amp; Resources:</b> Hula hoops, cones, bean bags, scooters, balls, fluff balls, cones, batons, horseshoes, Bocce and lawn darts for children.</p>	<p><b>Vocabulary:</b> Bocce Competence Safety strategies</p>
<p><b>Objectives (Students will be able to apply the following skills/strategies):</b> Students will be able to apply prior learning to these activities. Students will practice good sportsmanship during activities. Students will develop competence and confidence which provides a foundation for participation in physical activities. Students will play appropriately and safely while participating in games and activities. Students will demonstrate basic activity and safety rules.</p>		<p><b>Common Core Standards:</b> 2.5.P.A. 2.5.2.A 2.5.2.C 2.6.2.A</p>
<p><b>Performance Task Summary (Project):</b> Hula Hoop Race. Tag games. Recycling game. Relay games. Lawn games.</p>	<p><b>Authentic Assessment:</b> Teacher observation Question and answer Skill performance</p>	

## DANCE, COOPERATIVE, AND LIFETIME ACTIVITIES UNIT

<b>Essential Question:</b> <i>How can dance and these activities contribute to a lifetime of physical fitness?</i>		
<b>Enduring Understandings:</b> Dance, bowling, and tennis can be enjoyed throughout your life, and can contribute to a lifetime of physical fitness.	<b>Materials &amp; Resources:</b> CD's, cd player, bowling pins, rackets, Safety hockey sticks	<b>Vocabulary:</b> Vigorous Strategies competitive
<b>Objectives (Students will be able to apply the following skills/strategies):</b> Demonstrate listening skills by performing simple dances. Differentiate when to use competitive and cooperative strategies in games, sports and other activities. Determine how attitude impacts physical performance. Explain what it means to demonstrate good sportsmanship. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.		<b>Common Core Standards:</b> 2.5..2.B.1 2.5.2.B.3 2.5.2.C.1 2.5.2.C.2
<b>Performance Task Summary (Project):</b> Dances Bowling skills Striking skills	<b>Authentic Assessment:</b> Teacher observation Question and answer Skills tests	

