

# GRADE K

**Name of Unit: Establishing a Learning Environment**

Grade Level: K

Lessons: 6

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS (G)                      S4.E1.K – Follows directions in group settings.                      S4.E2.K – Acknowledges responsibility for behavior when prompted. S4.E3.K – Follows instruction/directions when prompted.                      S4.E4.K – Shares equipment and space with others.                      S4.E5.K – Recognizes the established protocol for class activities.                      S4.E6.K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders.                      S5.E2.K – Acknowledges that some physical activities are challenging/difficult.                      S5.E3.Ka – Identifies physical activities that are enjoyable.                      S5.E3.Kb – Discusses the enjoyment of playing with friends.</p> <p><b>Social Justice Standards:</b>  <b>Identity 1</b> I know and like who I am and can talk about my family and myself and name some of my group identities.  <b>Justice 11</b> I know my friends have many identities but they are still just themselves.</p> <p><b>Common Core Standard(s)</b>                      N/A</p>	<b>Transfer (T)</b>	
	Students will be able to participate safely while following classroom protocols independently and with others by the end of the unit.	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b>                      Students will understand that...                      Physical Education is fun when you are kind to others.                      Following expectations helps keep everyone safe.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b>                      Why is safety important?                      How do you want to be treated?                      How should you treat others?                      What does it mean to be cooperative?</p>
	<b>Acquisition (A)</b>	
	<p><b>Knowledge (K)</b>                      Students will know...                      Classroom protocols.                      Classroom expectations.                      What cooperation means in PE.                      What safety means in PE.                      That moving safely is enjoyable.</p>	<p><b>Skills (S)</b>                      Students will be able to...                      Move in personal and general space safely.                      Practice classroom protocols.                      Model classroom expectations.                      Participate cooperatively.</p>
<b>Stage 2 Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	

Standards Based:  
S4.E1.K – Follows directions in group settings.  
S4.E5.K – Recognizes the established protocol for class activities.

**Differentiated Assessment for ELL, Special Needs, or Advanced Learners:**

OTHER EVIDENCE:

### **Stage 3 Learning Plan**

LESSONS:

Lesson 1 – Focus: Intro to PE

Standard – S4.E5.K – Recognizes the established protocol for class activities.

Activity – Teacher Designed Lesson: Nurse, Bathroom, Drinks, Fire Drill/lockdown, Names.

Lesson 2 – Focus: Expectations

Standards – S4.E1.K – Follows directions in group settings, S4.E3.K – Follows instruction/directions when prompted, S4.E4.K – Shares equipment and space with others, S4.E5.K – Recognizes the established protocol for class activities, S4.E6.K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Activity – Teacher Designed Lesson: Review Names, Safety, Start and Stop Signals, Enter/Exit.

Lesson 3 – Focus: Expectations

Standards – S4.E1.K – Follows directions in group settings, S4.E2.K – Acknowledges responsibility for behavior when prompted, S4.E3.K – Follows instruction/directions when prompted, S4.E4.K – Shares equipment and space with others, S4.E5.K – Recognizes the established protocol for class activities, S4.E6.K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Activity – Teacher Designed Lesson: Boundaries, Behavior/Rules, Social Contract

Lesson 4 – Focus: Review all expectations.

Standards – S4.E1.K – Follows directions in group settings, S4.E2.K – Acknowledges responsibility for behavior when prompted, S4.E3.K – Follows instruction/directions when prompted, S4.E4.K – Shares equipment and space with others, S4.E5.K – Recognizes the established protocol for class activities, S4.E6.K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Activity – Teacher Designed Lesson: Review of lessons 1-4.

Lesson 5 – Focus PE in practice \*explain.

Standards – S4.E1.K – Follows directions in group settings, S4.E2.K – Acknowledges responsibility for behavior when prompted, S4.E3.K – Follows instruction/directions when prompted, S4.E4.K – Shares equipment and space with others, S4.E5.K – Recognizes the established protocol for class activities, S4.E6.K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Activity – Teacher Designed Lesson: Cumulative activity reinforcing expectations, protocols, signals, etc...

Lesson 6 – PE in practice

Standards – S4.E1.K – Follows directions in group settings, S4.E2.K – Acknowledges responsibility for behavior when prompted, S4.E3.K – Follows instruction/directions when prompted, S4.E4.K – Shares equipment and space with others, S4.E5.K – Recognizes the established protocol for class activities, S4.E6.K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Activity – Teacher Designed Lesson: Cumulative activity reinforcing expectations, protocols, signals, etc...

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provided for students with Intellectual/ Cognitive Disabilities, Developmental Disabilities, Speech/ Communication Disabilities.

PD Modifications: Provided for students using wheelchairs, sit walkers, students with injuries, upper/ lower body mobility impairments

**IDD Modifications:** Visual supports for different areas within the learning environment, include activities with clear language and expectations (red light, green light), provide break space/ cool-down corner to support students requiring time to adjust to a large learning environment.

**PD Modifications:** Provide accessible routes during environment tour, include ample space and time during activities and transitions, have easy to access chairs for students that may not be able to sit on the floor/ include chairs for able-bodied students to see how their classmates with different abilities might participate in activities.

**Visuals:** bathroom, nurse, cool down corner, schedule strips

**Name of Unit: Literacy & Movement Concepts**

Grade Level: K

Lessons: 15

<b>Stage 1 Desired Results</b>	
<p>ESTABLISHED GOALS (G)                      K.S1.E7b – Forms wide, narrow, curled &amp; twisted body shapes.                      K.S2.E1a – Differentiates between movement in personal (self-space) and general space.                      K.S2.E1b – Moves in personal space to a rhythm.                      K.S2.E2 – Travels in three different pathways.                      K.S2.E3 – Travels in general space with different speeds.</p> <p><b>Common Core Standard(s)</b>                      CCSS.ELA-LITERACY.RL.K.1 – With prompting and support, ask and answer questions about key details in a text.                      CCSS.ELA-LITERACY.RL.K.2 – With prompting and support, retell familiar stories, including key details.                      CCSS.ELA-LITERACY.RL.K.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear</p>	<b><i>Transfer (T)</i></b>
	Students will be able to travel safely through personal and general space using rhythm, different pathways and speeds by the end of the unit.
	<b><i>Meaning (M)</i></b>

<p>(e.g., what moment in a story an illustration depicts). CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>Social Justice Standards:</b> <b>Diversity 8</b> I want to know about other people and how our lives and experiences are the same and different. <b>Identity 2</b> I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p>	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand . . .</p> <p>They can travel in personal and general space. That moving in different ways can be fun. It is important to move safely.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>What does moving safely look like?</p> <p>Why is moving safely important?</p> <p>Is there a right or wrong way to move?</p> <p>Why is it important to move differently?</p> <p>How can moving be fun?</p> <p>Why is it important to be aware of your surroundings?</p>
	<p><b>Acquisition (A)</b></p>	
	<p><b>Knowledge (K)</b></p> <p>Students will know. . .</p> <p>The difference between personal and general space.</p> <p>The difference between traveling in a curved, zig-zag and straight pathways</p> <p>That they can move at different speeds.</p>	<p><b>Skills (S)</b></p> <p>Students will be able to . . .</p> <p>Travel safely in personal space</p> <p>Travel safely in general/shared space with other classmates.</p> <p>Identify and travel in three different pathways.</p> <p>Travel at different speeds when prompted.</p>
<p><b>Stage 2 Evidence</b></p>		
<p><b>Evaluative Criteria</b></p>	<p><b>Assessment Evidence</b></p>	
<p>Standards Based: K.S2.E1a – Differentiates between movement in personal (self-space) and general space. K.S2.E2 – Travels in three different pathways.</p>		

<p>Other Evidence:</p>	

LESSONS:

**Space Awareness (Where the body moves)**

Lesson 1 – Focus: LOCATION

Standards – K.S2.E1a – Differentiates between movement in personal (self-space) and general space.

ELA Standard – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Teacher Designed Lesson: Instant Activity – Alphabet Relay. Main Activity – Travelling in general and personal space.

Lesson 2 – Focus: DIRECTIONS

Standards – S2.E3.3 – Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (Building towards 3<sup>rd</sup> grade outcome) ELA Standard – CCSS.ELA-LITERACY.RL.K.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Activity – Teacher Designed Lesson: Travelling in different directions - Right/Left, Forward/backwards, Up/Down & Clockwise/Counterclockwise. (Book to use: Friends by Helme Heine).

Lesson 3 – Focus: LEVELS

Standards – S2.E2.1a – Travels demonstrating low, middle and high levels. (Building towards 2<sup>nd</sup> grade outcome)

ELA Standard – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Teacher Designed Lesson: Instant Activity – Human Alphabet; Main Activity - Travelling at different levels.

Lesson 4 – Focus: PATHWAYS

Standards – K.S2.E2 – Travels in three different pathways.

ELA Standard – CCSS.ELA-LITERACY.RL.K.1 – With prompting and support, ask and answer questions about key details in a text.

Activity – Teacher Designed Lesson: Main Activity – Travelling on different pathways (Book: The Lamb & The Butterfly by Arnold Sundgaard).

Lesson 5 – Focus: CULMINATING/EXTENSION

Standards – K.S2.E1a – Differentiates between movement in personal (self-space) and general space, K.S2.E2 – Travels in three different pathways

ELA Standard – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Teacher Designed Lesson: Instant Activity – ABC Hop Scotch; Main Activity – Space Awareness

**Effort (How the body moves)**

Lesson 6 – Focus: TIME

Standards – K.S2.E3 – Travels in general space with different speeds.

ELA Standard – CCSS.ELA-LITERACY.SL.K.2 – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Activity – Teacher Designed Lesson: Travelling at different speeds: Fast/Slow & Sudden/Sustained (Book: Duck on a Bike by David Shannon).

Lesson 7 – Focus: FORCE & FLOW

Standards – S2.E3.2 – Varies time and force with gradual increases and decreases. (Building towards 2<sup>nd</sup> grade outcome)

ELA Standard – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Teacher Designed Lesson: Instant Activity – Letters Up and Down; Main Activity – Strong/Light & Bound/Free

**Relationships**

#### Lesson 8 – Focus: RELATIONSHIPS OF PARTS

Standards – S1.E7.Kb – Forms wide, narrow, curled & twisted body shapes.

ELA Standard – CCSS.ELA-LITERACY.RL.K.1 – With prompting and support, ask and answer questions about key details in a text.

Activity – Teacher Designed Lesson: Round, narrow, wide, twisted, symmetrical/nonsymmetrical. (Book: Guess How Much I Love You by Sam McBranty).

#### Lesson 9 – Focus: RELATIONSHIPS WITH OBJECTS AND/OR PEOPLE 1 class, Cambridge Public Schools.

Standards – S2.E2.1b – Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (Building towards 1<sup>st</sup> grade outcome) ELA Standard –

CCSS.ELA-LITERACY.RL.K.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Activity – Teacher Designed Lesson: Over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, alongside. (Book options: Guess How Much I Love You by Sam McBranty / Big Bear, Little Bear by Disney Pixar / Oliver Finds His Way by Phyllis Root).

#### Lesson 10 – Focus: RELATIONSHIPS WITH PEOPLE

Standards – Building towards 1<sup>st</sup> grade outcomes.

ELA Standard – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Teacher Designed Lesson: Instant Activity – Letter Scramble; Main Activity – Leading/following, mirroring/matching, unison/contrast, alone in a mass, solo, partners, groups, between groups

#### Lesson 11 – Focus: High Yield Activity with Movement Concepts

Standards – K.S1.E7b – Forms wide, narrow, curled & twisted body shapes, K.S2.E1a – Differentiates between movement in personal (self-space) and general space, K.S2.E1b – Moves in personal space to a rhythm, K.S2.E2 – Travels in three different pathways, K.S2.E3 – Travels in general space with different speeds.

ELA Standard – CCSS.ELA-LITERACY.RL.K.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Activity – Teacher Designed Lesson: Application of Movement Concepts. (Book: Jonathon and His Mommy by Irene Small)

#### Lesson 12 – Focus: High Yield Activity with Movement Concepts.

Standards – K.S1.E7b – Forms wide, narrow, curled & twisted body shapes, K.S2.E1a – Differentiates between movement in personal (self-space) and general space, K.S2.E1b – Moves in personal space to a rhythm, K.S2.E2 – Travels in three different pathways, K.S2.E3 – Travels in general space with different speeds.

ELA Standard – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Instant Activity – Alphabet Relay; Main Activity – Teacher Designed Lesson: Application of Movement Concepts.

#### Lesson 13 – Focus: DANCE & DIRECTIONS

Standards – K.S2.E1b – Moves in personal space to a rhythm.

ELA Standard – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Teacher Designed Lesson: Instant Activity – ABC Hopscotch; Main Activity – Dance reinforcing directions.

#### Lesson 14 – Focus: DANCE & LOCOMOTOR MOVEMENTS

Standards – K.S2.E1b – Moves in personal space to a rhythm.

ELA Standard – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Teacher Designed Lesson: Instant Activity – Letter Scramble; Main Activity – Dance reinforcing locomotor movements.

#### Lesson 15 – Focus: DANCE & EQUIPMENT

Standards – K.S2.E1b – Moves in personal space to a rhythm.

ELA Standard – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Teacher Designed Lesson: Instant Activity – Letters Up & Down; Main Activity – Dance using equipment (scarves, rhythm sticks, parachute...).

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Visual supports for different movements within the learning environment, provide teacher/student model at the beginning of each activity, provide color-based start and finish (green poly spot to go, red poly spot to stop), include movement songs with verbal directions for movements (Kaboomers). Continue to use clear language and expectations, as well as break spaces.

**PD Modifications:** Provide ample space and time during activities and transitions, include alternative activities that continue to include spatial awareness and locations (examples below), provide teacher/student model of alternative options for able-bodied students to see how their classmates with different abilities might participate in activities.

*Alternative activities/ equipment:*

Activities within hula-hoop, use jump rope or poly-spot for lower impact

Activities with levels, up/down directions, use upper body movements if unable to safely move lower body, use volleyball net as elevated “under” option for students that can not safely crawl

IF students are comfortable and parents/guardians have approved, support their movement- add padded mat under crawl tunnels/ on floor, provide ample time for floor-based activities

**Visuals:** directions, stop/go, pathways

**Name of Unit: Locomotors & Literacy**

Grade Level: K

Lessons: 8

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS (G) S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. K.S1.E3 – Performs jumping &amp; landing actions with balance (horizontal &amp; vertical). K.S1.E5 – Performs locomotor skills in response to teacher-led creative dance. K.S3.E2 – Actively engages in physical education class.</p> <p><b>Common Core Standard(s)</b> CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding. CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. under discussion). CCSS.ELA-LITERACY.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). CCSS.ELA-LITERACY.L.K.5.D Distinguish shades of meaning among verbs describing the same</p>	<b>Transfer (T)</b>	
	Students will be able to differentiate and perform the following locomotor movements with proper skill cues and balance by the end of the unit: hop, gallop, run, slide, skip, and jump.	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>That there are many ways to move.</p> <p>That moving is fun and enjoyable.</p> <p>Being active is beneficial to their health.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>What are different ways that you can move?</p> <p>Why is it important to know different ways to move? Can moving in different ways be fun?</p> <p>What do you think are appropriate and safe ways to move? Why is it important to travel safely?</p>
<b>Acquisition (A)</b>		



<p>general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p><b>Social Justice Standards:</b>  <b>Diversity 7</b> I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.  <b>Identity 4</b> I can feel good about myself without being mean or making other people feel bad.</p>	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>That locomotor movements are movements that take you from one place to another.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Demonstrate different ways to travel in personal space.</p> <p>Demonstrate different ways to travel in general space.</p>
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	<p>That there are 8 locomotor movements. The difference between each locomotor movement.</p> <p>That in order to travel safely and correctly, they need to have balance.</p> <p>How to balance.</p> <p>That jumping is performed on two feet. That hopping is performed on one foot.</p>	<p>Demonstrate basic movement cues for hopping, galloping, running, sliding, and skipping.</p> <p>Demonstrate jumping and landing on two feet off two feet without losing balance.</p>
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<p><b>Evaluative Criteria</b></p>	<p><b>Assessment Evidence</b></p>
<p><b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b></p>	

OTHER EVIDENCE:

**LESSONS:**

Lesson 1 – Focus: Explore movement

Standards – S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S1.E3 – Performs jumping & landing actions with balance (horizontal & vertical).

ELA Standards – CCSS.ELA-LITERACY.RL.K.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Activity – Teacher Designed Lesson: Main Activity – Exploration of different movements. (Book: Move! By Robin )

Lesson 2 – Focus: Introduction to locomotor movements and pre-assessment

Standards – S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S1.E3 – Performs jumping & landing actions with balance (horizontal & vertical).

ELA Standards – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Teacher Designed Lesson: Instant Activity – Word Warm Up; Main Activity – Quick introduction to locomotor movements with assessment.

Lesson 3 – Run and Skip

Standards – S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.

ELA Standards – CCSS.ELA-LITERACY.L.K.5.D – Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Activity – Teacher Designed Lesson: Travel by running & skipping. (Book or Song: Skip to my Lou)

Lesson 4 – Gallop and basic jumping

Standards – K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S1.E3 – Performs jumping & landing actions with balance (horizontal & vertical).

ELA Standards – CCSS.ELA-LITERACY.L.K.5.D – Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Activity – Teacher Designed Lesson: Travel by galloping and basic jumping. (Book: Brown Bear, Brown Bear What Do You See? By Eric Carle)

Lesson 5 – Slide and hop.

Standards – K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance

ELA Standards – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet, CCSS.ELA-LITERACY.L.K.4.A – Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

Activity – Teacher Designed Lesson: Instant Activity – Word Warm Up; Main Activity – Travel by sliding and hopping.

Lesson 6 – Jumping and leaping with “Jump!” by Scott M. Fisher or “Jump, Frog, Jump!” by Robert Kalan. 1 class, Cambridge Public Schools.

Standards – K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S1.E3 – Performs jumping & landing actions with balance (horizontal & vertical).

ELA Standards – CCSS.ELA-LITERACY.L.K.5.D – Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Activity – Teacher Designed Lesson: Travel by jumping and leaping. (Book: “Jump!” by Scott M. Fisher or “Jump, Frog, Jump!” by Robert Kalan)

Lesson 7 – Locomotors with rhythm.

Standards – K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S1.E3 – Performs jumping & landing actions with balance (horizontal & vertical), K.S1.E5 – Performs locomotor skills in response to teacher-led creative dance.

ELA Standards – CCSS.ELA-LITERACY.RF.K.1.D – Recognize and name all upper- and lowercase letters of the alphabet.

Activity – Teacher Designed Lesson: Instant Activity – Letter Scramble; Main Activity – Travel using various locomotor movements with beat & music.

Lesson 8- Practice locomotors and post-assessment

Standards - K.S1.E1- Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S1.E3- Performs Jumping and landing actions with balance (horizontal and vertical).

ELA Standards- CCSS.ELA-LITERACY.RF.K.1.D- Recognize and name all upper and lowercase letters of the alphabet.

Activity- Teacher Designed Lesson: Instant Activity- Letters Up and Down; Main Activity- Locomotor movement practice and post-assessment

**IDD Modifications:** Visual supports for different movements, teacher model provided before each movement is introduced, use floor markings for steps (alternating poly spots for skipping, poly spots 1 foot away from each other for hopping)

**PD Modifications:** Encourage using walls during balance activities if able to stand and require additional support, if seated provide alternative balance activities (balance a yarn ball on the knuckle side of your hand, hold your foot out and try to keep it as still as possible), alternative locomotor options below.

*Please use your discretion and discuss with your school Physical Therapist and students' guardians for additional input on the following options.*

Jumping activities- if approved, encourage students to put their brakes on and place feet on ground and unbuckle seatbelt. Students can practice jumping movements in their wheelchair/ seat while the teacher is positioned in front of their body to prevent any falls. Remember to ensure the student's seatbelt is clipped and secure following activities.

Hopping- encourage hopping near a wall for additional support if required, try steering wheelchair with only one hand to imitate moving on one side of the body

Skipping, galloping, sliding- encourage similar movements if using a wheelchair- long pushes for skipping, long then short for galloping, long then stop for sliding.

Visuals: locomotor- skip, run, hop, gallop, slide, wheelchair accessible movements

**Name of Unit: Chasing, Fleeing, and Dodging**

Grade Level: K

Lessons: 6

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS (G)                      K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.                      K.S2.E2 – Travels in three different pathways.                      K.S2.E3 – Travels in general space with different speeds.                      K.S3.E1 – Identifies active play opportunities outside physical education class. K.S3.E2 – Actively engages in physical education class.                      K.S3.E3 – Recognizes that when you move fast, your heart beats faster and you breathe faster.</p> <p><b>Common Core Standard(s)</b>                      N/A</p> <p><b>Social Justice Standards:</b>  <b>Action 18</b> I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.  <b>Action 19</b> I will speak up or do something if people are being unfair, even if my friends do not.</p>	<b>Transfer (T)</b>	
	Students will be able to use movement concepts and locomotor skills in large group activities by the end of the unit.	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b>                      Students will understand...</p> <p>It is important to be a good playmate.</p> <p>It is important to know their surroundings. That movement keeps you healthy.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>What makes a good playmate?</p> <p>Why is traveling safely important?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p>
	<b>Acquisition (A)</b>	
	<p><b>Knowledge (K)</b>                      Students will know...</p> <p>What it means to chase, flee, and dodge.</p> <p>That it is important to know their surroundings in order to stay safe.</p> <p>That movement keeps them healthy.</p>	<p><b>Skills (S)</b>                      Students will be able to...</p> <p>Chase a student or object.</p> <p>Flee from a student or object.</p> <p>Dodge a student or object.</p> <p>Maintain personal space by knowing their surroundings.</p>

**Stage 2 Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	
*	OTHER EVIDENCE:

**Stage 3 Learning Plan**

**LESSONS:**

Lesson 1 – Focus: Intro to Chasing, Fleeing & Dodging/Moving Obstacles.

Standards – K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S2.E2 – Travels in three different pathways, K.S2.E3 – Travels in general space with different speeds.

Activity – Teacher Designed Lesson: Traveling with Moving Obstacles

Lesson 2 – Focus: Traveling to Flee/Traveling to Chase.

Standards – K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S2.E2 – Travels in three different pathways, K.S2.E3 – Travels in general space with different speeds.

Activity – Teacher Designed Lesson: Traveling to Flee & Traveling to Chase.

Lesson 3 – Focus: Chasing & Fleeing with a Partner.

Standards – K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S2.E2 – Travels in three different pathways, K.S2.E3 – Travels in general space with different speeds.

Activity – Teacher Designed Lesson: Partner Chasing and Fleeing

Lesson 4 – Focus: Dodging

Standards – K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S2.E2 – Travels in three different pathways, K.S2.E3 – Travels in general space with different speeds.

Activity – Teacher Designed Lesson: Traveling to Dodge/Dodging in Response to a Signal.

Lesson 5 – Focus: Dodging Obstacles.

Standards – K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S2.E2 – Travels in three different pathways, K.S2.E3 – Travels in general space with different speeds.

Activity – Teacher Designed Lesson: Dodging Static and Moving Obstacles.

Lesson 6 – Focus: Cumulative Chasing, Fleeing, & Dodging Activity.

Standards – K.S1.E1 – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance, K.S2.E2 – Travels in three different pathways, K.S2.E3 – Travels in

general space with different speeds.

Activity – Teacher Designed Lesson: Applying Chasing, Feeling, and Dodging in a Cumulative Activity

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Provide teacher/student model for activities, provide stationary objects to dodge prior to moving objects to establish understanding of dodging

**PD Modifications:** Provide ample space for dodging, if using flag belts can attach to arm or more accessible area if waist is not an option due to seated position, use noodles attached to chair/walker for chasing activities to reduce risk of colliding.

**Visuals:** dodging- stationary cones, cones with balls on top, balls on floor

**Name of Unit: Math & Non-Manipulative Skills**

Grade Level: K

Lessons: 12

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS (G)                      K.S1.E7a – Maintains momentary stillness on different bases of support. K.S1.E7b – Forms wide, narrow, curled and twisted body shapes. K.S1.E9 – Rolls sideways in a narrow body shape. K.S1. E10 – Contrasts the actions of curling and stretching. K.S3.E1 – Identifies active play opportunities outside physical education class. K.S3.E2 – Actively engages in physical education class. K.S1.E3 – Performs jumping &amp; landing actions with balance (horizontal &amp; vertical).</p> <p><b>Common Core Standard(s)</b>                      CCSS.MATH.CONTENT.K.CC.B.4.A – When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. CCSS.MATH.CONTENT.K.CC.B.4.B – Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.                      CCSS.MATH.CONTENT.K.CC.C.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. CCSS.MATH.CONTENT.K.OA.A.1 – Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. CCSS.MATH.CONTENT.K.MD.B.3 – Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.                      CCSS.MATH.CONTENT.K.G.A.2 – Correctly name shapes regardless</p>	<b>Transfer (T)</b>	
	Students will be able to maintain balances, create different shapes with their bodies, and perform rolls by the end of the unit.	
	<b>Meaning (M)</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Moving differently is fun.</p> <p>Their body can move in many ways.</p> <p>They can use different body parts to make many shapes.</p> </td> <td style="width: 50%;"> <p>ESSENTIAL QUESTIONS (Q)</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move? How does movement make you happy?</p> <p>What are ways you can change the shape of your body? What do you need to do in order to maintain balance?</p> </td> </tr> </table>	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Moving differently is fun.</p> <p>Their body can move in many ways.</p> <p>They can use different body parts to make many shapes.</p>
<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Moving differently is fun.</p> <p>Their body can move in many ways.</p> <p>They can use different body parts to make many shapes.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move? How does movement make you happy?</p> <p>What are ways you can change the shape of your body? What do you need to do in order to maintain balance?</p>	
<b>Acquisition (A)</b>		

<p>of their orientations or overall size.</p> <p><b>Social Justice Standards:</b>  <b>Justice 14</b> I know that life is easier for some people and harder for others and the reasons for that are not always fair  <b>Identity 2</b> I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p>	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>What it means to balance.</p> <p>What body parts can be used as bases of support.</p> <p>That they can change the position of their body.</p> <p>What it means to make a wide, narrow, curled and twisted shape with their body.</p> <p>The difference between curling and stretching.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Maintain stillness using various bases of support.</p> <p>Form many different body shapes using the terms wide, narrow, curl and twist.</p> <p>Curl and stretch their bodies in many ways.</p> <p>Roll sideways in a narrow body shape.</p>
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**Stage 2 Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	

OTHER EVIDENCE:	
	<b>Stage 3 Learning Plan</b>

LESSONS:

Lesson 1 – Balance: Stillness & Bases of Support.

Standards – K.S1.E7a – Maintains momentary stillness on different bases of support.

Math Standards – CCSS.MATH.CONTENT.K.CC.B.4.B – Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

Activity – Teacher Designed Lesson: Instant Activity – Number Groups; Main Activity – Balancing with stillness and using various bases of support.

Lesson 2 – Balance: Balancing objects while maintaining a stationary balance (bean bags).

Standards – K.S1.E7a – Maintains momentary stillness on different bases of support.

Math Standards – CCSS.MATH.CONTENT.K.CC.B.4.A – When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Activity – Teacher Designed Lesson: Instant Activity – Number Madness; Main Activity – Static balances while balancing an object.

Lesson 3 – Balance: Balance while making different body shapes

Standards – K.S1.E7b – Forms wide, narrow, curled and twisted body shapes.

Math Standards – CCSS.MATH.CONTENT.K.OA.A.1 – Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal

explanations, expressions, or equations.

Activity – Teacher Designed Lesson: Instant Activity – Finger Speeds (Sums); Main Activity – Balance while making various shapes with their bodies.

Lesson 4 – Balance: Travelling & stopping in a balance

Standards – K.S1.E7a – Maintains momentary stillness on different bases of support.

Math Standards – CCSS.MATH.CONTENT.K.OA.A.1 – Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Activity – Teacher Designed Lesson: Instant Activity – 5 High Fives; Main Activity – Traveling and stopping with a balance.

Lesson 5 – Balance: Travelling with balance on low gymnastic equipment (Instant Activity: Math Balancers).

Standards – K.S1.E7a – Maintains momentary stillness on different bases of support.

Math Standards – CCSS.MATH.CONTENT.K.OA.A.1 – Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Activity – Teacher Designed Lesson: Main Activity – Math Balancers while maintaining balance on low equipment while traveling.

Lesson 6 – Curl & Stretch

Standards – K.S1.E10 – Contrasts the actions of curling and stretching.

Math Standards – CCSS.MATH.CONTENT.K.CC.B.4.A – When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Activity – Teacher Designed Lesson: Instant Activity – Skipping through the Numbers; Main Activity – Body shapes with curling, twisting, and stretching.

Lesson 7 – Rolling & Weight Transfer: Rocking (Instant Activity: Elastic Band Shapes).

Standards – Build up to K.S1.E9 – Rolls sideways in a narrow body shape.

Math Standards – CCSS.MATH.CONTENT.K.G.A.2 – Correctly name shapes regardless of their orientations or overall size.

Activity – Teacher Designed Lesson: Instant Activity – Elastic Band Shapes; Main Activity – Build up to rolling by rocking.

Lesson 8 – Rolling: Sideways (Instant Activity: Shape Association).

Standards – K.S1.E9 – Rolls sideways in a narrow body shape.

Math Standards – CCSS.MATH.CONTENT.K.G.A.2 – Correctly name shapes regardless of their orientations or overall size. Activity – Teacher Designed Lesson: Instant Activity – Shape Association;

Main Activity – Rolling Sideways.

Lesson 9 – Jumping & Landing: Vertical and Horizontal.

Standards – K.S1.E3 – Performs jumping & landing actions with balance (horizontal & vertical).

Math Standards – CCSS.MATH.CONTENT.K.CC.C.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Activity – Teacher Designed Lesson: Instant Activity – Bigger/Smaller/Equal; Main Activity – Jumping & Landing in a Vertical & Horizontal Plane.

Lesson 10 – Application: Activity Stations.

Standards – K.S1.E7a – Maintains momentary stillness on different bases of support, K.S1.E7b – Forms wide, narrow, curled and twisted body shapes, K.S1.E9 – Rolls sideways in a narrow body shape, K.S1.E10 – Contrasts the actions of curling and stretching.

Math Standards – CCSS.MATH.CONTENT.K.CC.B.4.A – When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Activity – Teacher Designed Lesson: Instant Activity – Skipping through the Numbers; Main Activity – Stations based of previously learned non-manipulative skills.

Lesson 11 – Application: Obstacle Course.

Standards – K.S1.E7a – Maintains momentary stillness on different bases of support, K.S1.E7b – Forms wide, narrow, curled and twisted body shapes, K.S1.E9 – Rolls sideways in a narrow body shape, K.S1. E10 – Contrasts the actions of curling and stretching.

Math Standards – CCSS.MATH.CONTENT.K.CC.B.4.A – When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Activity – Teacher Designed Lesson: Instant Activity – Number Madness; Main Activity – Obstacle course using non-manipulative skills.

Lesson 12 – Application: Activity using balance, weight transfer, curling/stretching, & rolling.

Standards – K.S1.E7a – Maintains momentary stillness on different bases of support, K.S1.E7b – Forms wide, narrow, curled and twisted body shapes, K.S1.E9 – Rolls sideways in a narrow body shape, K.S1. E10 – Contrasts the actions of curling and stretching.

Math Standards – CCSS.MATH.CONTENT.K.OA.A.1 – Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Activity – Teacher Designed Lesson: Instant Activity – Finger Speeds (Sums); Main Activity – Cumulative Activity

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Provide teacher/student model for each movement, provide time to practice movements individually before combining as part of an obstacle course, include visuals for movements during initial lessons until word association is demonstrated.

**PD Modifications:** Provide alternative, seated options if needed, provide gymnastics mat if student is comfortable and approved to attempt movements without their chair/walker, use pool noodle for soft impact to imitate jumping during obstacle courses

**Visuals:** stretching, gymnastics

Grade Level: K

**Name of Unit: Math & Manipulative Skills**

Lessons: 8

<b>Stage 1 Desired Results</b>	
<p>ESTABLISHED GOALS (G)</p> <p>K.S1.E13 – Throws underhand with opposite foot forward.</p> <p>K.S1.E16a – Drops a ball and catches it before it bounces twice.</p> <p>K.S1.E16b – Catches a large ball tossed by a skilled thrower. K.S1.E17 – Dribbles a ball with one hand, attempting the second contact. K.S1.E18 – Taps a ball using the inside of the foot, sending it forward. K.S1.E21 – Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern.</p> <p>K.S1.E22 – Volleys a lightweight object (balloon), sending it upward.</p> <p>K.S1.E24 – Strikes a lightweight object with a paddle/short-handled racket. K.S1.E27a – Executes a single jump with self-turned rope. K.S1.E27b – Jumps a long rope with teacher-assisted turning. K.S3.E2 – Actively engages in physical education class.</p> <p>K.S3.E1 – Identifies active play opportunities outside physical education class.</p>	<b><i>Transfer (T)</i></b>
	Students will be able to use many forms of equipment to perform a variety of basic throwing, catching, kicking, dribbling, volleying, striking, and jumping skills by the end of the unit.
	<b><i>Meaning (M)</i></b>



<p><b>Common Core Standard(s)</b>  CCSS.MATH.CONTENT.K.CC.B.4.A – When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. CCSS.MATH.CONTENT.K.CC.B.4.B – Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  CCSS.MATH.CONTENT.K.CC.C.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. CCSS.MATH.CONTENT.K.OA.A.1 – Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. CCSS.MATH.CONTENT.K.MD.B.3 – Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.  CCSS.MATH.CONTENT.K.G.A.1 – Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. CCSS.MATH.CONTENT.K.G.A.2 – Correctly name shapes regardless of their orientations or overall size.</p> <p><b>Social Justice Standards:</b>  <b>Justice 14</b> I know that life is easier for some people and harder for others and the reasons for that are not always fair.  <b>Diversity 9</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>They can move objects with their hands, feet, and with an implement.</p> <p>Practicing proper techniques helps you get better.</p> <p>Respecting equipment keeps you safe.</p> <p>There are correct ways to use equipment.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>How do you find the right way?</p> <p>What is self-control?</p> <p>How does using equipment properly keep everyone safe? What is the correct way to use equipment?</p>
	<b>Acquisition (A)</b>	
	<p><b>Knowledge (K)</b></p> <p>Students will know . . .</p> <p>The difference between underhand and overhand throws</p> <p>The basic skills cues for underhand throw, catch, dribble, kick, volley and strike.</p> <p>How to use equipment safely.</p> <p>How being able to move objects contributes to their health.</p> <p>What their bodies need in order to be physically active.</p> <p>The benefits of being physically active.</p>	<p><b>Skills (S)</b></p> <p>Students will be able to . . .</p> <p>Throw underhand stepping with the correct foot. Catch a large ball using correct form.</p> <p>Dribble a ball with hands and feet.</p> <p>Kick a stationary ball.</p> <p>Volley and strike a lightweight object in the air.</p> <p>Jump over a rope at least once by self-turned and teacher assisted turning ropes.</p>

<b>Stage 2 Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>

Standards Based: K.S1.E13 K.S1.E21  <b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	
OTHER EVIDENCE:	
<b>Stage 3 Learning Plan</b>	

LESSONS:

Lesson 1 – Focus: Rolling a Ball.

Standards – Building to Standard K.S1.E13 – Throws underhand with opposite foot forward.

Math Standards – CCSS.MATH.CONTENT.K.G.A.2 – Correctly name shapes regardless of their orientations or overall size.

Activity – Teacher Designed Lesson: Instant Activity – Shape Association; Main Activity – Rolling a ball at a target.

Lesson 2 – Focus: Underhand Throw

Standards – K.S1.E13 – Throws underhand with opposite foot forward.

Math Standards – CCSS.MATH.CONTENT.K.G.A.2 – Correctly name shapes regardless of their orientations or overall size.

Activity – Teacher Designed Lesson: Throwing the Odds (Or Evens) with underhand throws.

Lesson 3 – Catching a Ball

Standards – K.S1.E16a – Drops a ball and catches it before it bounces twice; K.S1.E16b – Catches a large ball tossed by a skilled thrower.

Math Standards – CCSS.MATH.CONTENT.K.CC.C.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Activity – Teacher Designed Lesson: Instant Activity – More, Less, or Equal; Main Activity - Catching a ball bounced and thrown to themselves

Lesson 4 – Dribbling with Hands

Standards – K.S1.E17 – Dribbles a ball with one hand, attempting the second contact.

Math Standards – CCSS.MATH.CONTENT.K.CC.B.4.A – When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Activity – Teacher Designed Lesson: Instant Activity – Froggy; Main Activity – Dribbling a ball with hands.

Lesson 5 – Tap & kick a stationary ball

Standards – K.S1.E18 – Taps a ball using the inside of the foot, sending it forward; K.S1.E21 – Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern.

Math Standards – CCSS.MATH.CONTENT.K.G.A.2 – Correctly name shapes regardless of their orientations or overall size.

Activity – Teacher Designed Lesson: Instant Activity – Locomotor Numbers/Shapes Main Activity – Tap & kick a stationary ball.

Lesson 6 – Volleying a ball

Standards – K.S1.E22 – Volleys a lightweight object (balloon), sending it upward.

Math Standards – CCSS.MATH.CONTENT.K.OA.A.1 – Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal

explanations, expressions, or equations.

Activity – Teacher Designed Lesson: Instant Activity – Finger Speeds; Main Activity – Volley a ball with hands.

Lesson 7 – Striking with short-handed implements.

Standards – K.S1.E24 – Strikes a lightweight object with a paddle/short-handed racket.

Math Standards – CCSS.MATH.CONTENT.K.CC.C.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Activity – Teacher Designed Lesson: Instant Activity – Number Tag; Main Activity – Striking with short-handed implements.

Lesson 8 – Jump roping: self-turned & teacher turned rope.

Standards – K.S1.E27a – Executes a single jump with self-turned rope; K.S1.E27b – Jumps a long rope with teacher-assisted turning.

Math Standards – CCSS.MATH.CONTENT.K.CC.B.4.A – When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Activity – Teacher Designed Lesson: Instant Activity – Skipping Through Numbers; Main Activity – Jump rope, self and assisted turning.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Provide teacher/student model for each movement, provide larger ball for ball skills, provide larger target when working on aim, use beach ball during volley/ short-handed implement activities for longer periods for response times, slower spinning during jump rope activities for longer periods for response times.

**PD Modifications:** Provide ramps for rolling activities (can layer gymnastics mats on top of each other for ramp option), provided equipment support for throwing activities if grasp is too tight/ too loose (velcro handle that wraps around hand if grip is too loose to catch, upside down milk jug with cut bottom if grip is too tight to release while throwing), using cut jump rope and alternative movements (hands up rather than jumping), elevate ball using cone during stationary kicking activities

**Visuals:** kicking, throwing, catching

**Name of Unit: Science of the Body/Nutrition**

Grade Level: K

Lessons: 4

<b>Stage 1 Desired Results</b>	
ESTABLISHED GOALS (G) K.S3.E2 – Actively engages in physical education class. K.S3.E3 – Recognizes that when you move fast, your heart beats faster and you breathe faster. K.S3.E6 – Recognizes that food provides energy for physical activity. K.S5.E1 – Recognizes that physical activity is important for good health.  <b>Common Core Standard(s)</b> N/A	<b><i>Transfer (T)</i></b>
	Students will be able to recognize changes to their heart rate and breathing when comparing to pre, mid, and post physical activity and also recognize that food and physical activity are important to their health.
	<b><i>Meaning (M)</i></b>

<p><b>Social Justice Standards:</b>  <b>Justice 13</b> I know some true stories about how people have been treated badly because of their group identities, and I don't like it.  <b>Diversity 9</b> I know everyone has feelings, and I want to get along with people who are similar to and different from me.</p>	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Healthier makes you happier.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>Why is being physically active important?</p> <p>How does activity make you happy?</p> <p>Why is it important to eat healthy foods?</p> <p>Why is it important to stay healthy?</p> <p>How does your body feel after being physically active?</p>
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	<b>Acquisition (A)</b>	
	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>That being physically active is fun.</p> <p>That eating nutritious foods keeps you healthy. That food gives us energy.</p> <p>Many ways to be physically active.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Recognize when their heart is beating faster during physical activity.</p> <p>Recognize when they are breathing faster during physical activity.</p> <p>Recognize how their body feels before, during, and after physical activity.</p> <p>Identify foods that give them energy.</p>

**Stage 2 Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	

OTHER EVIDENCE:

**Stage 3 Learning Plan**

LESSONS:

Lesson 1 – Focus: Recognizing differences between slow and fast heart beats and what causes it.

Standards – K.S3.E3 – Recognizes that when you move fast, your heart beats faster and you breathe faster; K.S5.E1 – Recognizes that physical activity is important for good health.  
Activity – Teacher Designed Lesson: Activities that make our heart beat faster

Lesson 2 –Recognizing differences between slow and fast heart beats and what causes it.

Standards – K.S3.E3 – Recognizes that when you move fast, your heart beats faster and you breathe faster; K.S5.E1 – Recognizes that physical activity is important for good health.  
Activity – Teacher Designed Lesson: Activities that make our heart beat faster

Lesson 3 – Nutrition: how certain foods can give us energy

Standards – K.S3.E6 – Recognizes that food provides energy for physical activity; K.S5.E1 – Recognizes that physical activity is important for good health.  
Activity – Teacher Designed Lesson: Nutrition Activity

Lesson 4 – Nutrition: how certain foods can give us energy. K.se3/e6s5.e1

Standards – K.S3.E6 – Recognizes that food provides energy for physical activity; K.S5.E1 – Recognizes that physical activity is important for good health.  
Activity – Teacher Designed Lesson: Nutrition Activities

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc)

**IDD Modifications:** Provide teacher/student model for how to find your heart beat, include different activities for slow, medium, fast heart beat, use visuals or tangible materials to identify different types of food (visuals, food toys, food bean bags)

**PD Modifications:** Provide alternative,seated options for increasing and decreasing heart rate, if student uses chest strap provide alternative ways to check your heart beat using wrist or neck, provide high level options if using food toys during floor-based games.

Visuals- food groups, where to find your heart beat



**CAMBRIDGE**  
PUBLIC SCHOOLS

**HEALTH, PHYSICAL EDUCATION,  
AND WELLNESS DEPARTMENT**

# **JK-2 PHYSICAL EDUCATION CURRICULUM GUIDE**

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# Unit: Establishing the Learning Environment

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b></p> <p><b>Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>JK/K:</b> Students will be able to participate safely while following classroom protocols independently and with others by the end of the unit.</p>	<p><b>JK/K:</b> Teacher/peer modeling of expected behavior that respects self and others</p> <p>PE expectations/rules posted</p>	<p><b>JK/K:</b> Expectations, name pronunciation, fair ≠ equal</p> <p>Start and stop signals</p> <p>Answer: "Why are we here?"</p>	<p><b>JK/K:</b> Tour the space (gym, bathroom, water fountain, safe spaces)</p> <p>Recognizes the established protocol for class activities. (S4.E5.K)</p>
	<p><b>1st:</b> Students will be able to participate safely while following classroom protocols independently and with others by the end of the unit.</p>	<p><b>1st:</b> Teacher/peer modeling of expected behavior that respects self and others</p> <p>PE expectations/rules posted</p>	<p><b>1st:</b> Expectations, names, start/stop signals</p> <p>"Fair ≠ equal"</p> <p>Answer: "Why are we here?"</p>	<p><b>1st:</b> Tour the space, practice start/stop signals</p> <p>Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)</p>
	<p><b>2nd:</b> Students will be able to participate safely while following classroom protocols independently and with others by the end of the unit.</p>	<p><b>2nd:</b> Teacher/peer modeling of expected behavior that respects self and others</p> <p>PE expectations/rules posted</p>	<p><b>2nd:</b> Peers identifying expectations for the space (student-driven expectations)</p> <p>"Fair ≠ equal"</p>	<p><b>2nd:</b> Practice start/stop signals</p> <p>Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Identity 1</b> I know and like who I am and can talk about my family and myself and name some of my group identities.</p>	<p><b>JK/K:</b> <b>Justice 11</b> I know my friends have many identities but they are still just themselves.</p>	<p><b>JK/K:</b> Visuals with a wide representation of different identities and backgrounds</p> <p>High expectations = all students' success</p> <p>Visuals: Fair ≠ equal</p>	<p><b>JK/K:</b> Personal stories from people from different identities and backgrounds (books, guests, videos)</p> <p>Inclusive vocabulary / encouraging language</p>	<p><b>JK/K:</b> Complete movement-based personal survey</p> <p>Get to know you games (eg. 4 corners)</p> <p>Give examples of why fair ≠ equal</p>
	<p><b>1st:</b> <b>Diversity 8</b> I want to know about other people and how our lives and experiences are the same and different.</p>	<p><b>1st:</b> Visuals with a wide representation of different identities and backgrounds</p> <p>High expectations = all students' success</p> <p>Visuals: Fair ≠ equal</p>	<p><b>1st:</b> Personal stories from people from different identities and backgrounds</p> <p>Inclusive vocabulary / encouraging language</p>	<p><b>1st:</b> Complete movement-based personal survey</p> <p>Get to know you games (eg. puzzle piece game)</p> <p>Give examples of why fair ≠ equal</p>
	<p><b>2nd:</b> <b>Action 20</b> I will join with classmates to make our classroom fair for everyone.</p>	<p><b>2nd:</b> Visuals with a wide representation of different identities and backgrounds</p> <p>Visuals: Fair ≠ equal</p>	<p><b>2nd:</b> Personal stories from people from different identities and backgrounds</p> <p>Inclusive vocabulary / encouraging language</p>	<p><b>2nd:</b> Create class expectations that make the classroom fair for everyone</p> <p>Complete personal survey and icebreakers</p> <p>Give examples of why fair ≠ equal</p>

# Unit: Locomotors and Literacy

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b></p> <p><b>Standard 1</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>JK/K:</b> Students will be able to differentiate and perform locomotor movements with proper skill cues and balance by the end of the unit.</p>	<p><b>JK/K:</b> Teacher/peer modeling and visuals of movements (e.g. animal references)</p> <p>Visuals of people of varying abilities successfully performing locomotor movements</p>	<p><b>JK/K:</b> Locomotor vocabulary, cues for practicing the skills</p> <p>Encouragement: peers and teachers assisting and encouraging others</p>	<p><b>JK/K:</b> Stations and group games- taking turns</p> <p>Practicing various locomotor skills, skill-building, and persevering through setbacks</p>
	<p><b>1st:</b> Students will be able to enhance gross motor skill development and social awareness through a variety of individual, small group, and whole group movement experiences.</p>	<p><b>1st:</b> Modeling and visuals of movements (e.g. animal references)</p> <p>Visuals of people of varying abilities successfully performing locomotor movements</p>	<p><b>1st:</b> Locomotor vocabulary, cues for practicing the skills</p> <p>Encouragement: peers and teachers assisting and encouraging others</p>	<p><b>1st:</b> Peer Assessment/Feedback on skills</p> <p>Identify and demonstrate locomotor skills</p>
	<p><b>2nd:</b> Students will be able to enhance gross motor skill development through a variety of individual, small group, and whole group movement experiences.</p>	<p><b>2nd:</b> Teacher/peer modeling and visuals of movements (e.g. animal references)</p> <p>Visuals of people of varying abilities successfully performing locomotor movements</p>	<p><b>2nd:</b> Locomotor vocabulary, cues for practicing the skills</p> <p>Encouragement: peers and teachers assisting and encouraging others</p>	<p><b>2nd:</b> Student-directed guided discovery of locomotor movements</p> <p>Identify and demonstrate locomotor skills in different activities</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Diversity 7</b> I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.</p>	<p><b>JK/K:</b> <b>Identity 4</b> I can feel good about myself without being mean or making other people feel bad.</p>	<p><b>JK/K:</b> Classmates practicing and demonstrating various locomotor skills at a wide range of skill knowledge</p> <p>Teacher/peer examples of successful movements</p>	<p><b>JK/K:</b> Vocabulary: adapt, ability, different</p> <p>Praise for classmates for successfully demonstrating a movement</p> <p>Verbal explanations of different skills</p>	<p><b>JK/K:</b> Assess through multiple intelligences (explain, demonstrate)</p>
	<p><b>1st:</b> <b>Action 20</b> I will join with classmates to make our classroom fair for everyone.</p>	<p><b>1st:</b> Students helping each other perform skills successfully</p> <p>Every student is provided with equal opportunities to demonstrate skills, including additional time or space required to practice skills</p>	<p><b>1st:</b> Students encouraging each other to perform skills successfully</p> <p>Peer feedback with teacher modeling and reinforcement</p>	<p><b>1st:</b> Adapting locomotor skills to different abilities*</p> <p>Think critically about those with different physical and mental abilities in physical activity settings</p>
	<p><b>2nd:</b> <b>Justice 13</b> I know some true stories about how people have been treated badly because of their group identities, and I don't like it.</p>	<p><b>2nd:</b> Students that are being inclusive</p> <p>Books, visual resources, and personal stories describing experiences of not being included</p>	<p><b>2nd:</b> Student stories ("has anyone told you that you were doing something wrong? Has anyone felt left out?")</p> <p>Hearing locomotor terms in other languages, hearing constructive feedback from teachers and/or peers</p>	<p><b>2nd:</b> Create a multilingual wall</p> <p>Adapt movements for others and providing feedback</p> <p>Be inclusive of all classmates and think of ways to be inclusive outside of school</p>



# Unit: Science of The Body & Nutrition

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b></p> <p><b>Standard 3</b> The physically literate individual demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>JK/K:</b> Students will understand that being fit keeps you healthy, fitness is for everyone, and being healthier makes you happier.</p>	<p><b>JK/K:</b> Students enjoying participating in physical activity</p> <p>A large variety of movement activities (dance, martial arts, exercise, games, walking)</p>	<p><b>JK/K:</b> Vocabulary: healthy, exercise, fitness</p> <p>Emphasis on enjoyment and fun</p>	<p><b>JK/K:</b> Participate in a variety of movements and physical activities</p> <p>Discuss how exercise (movement) makes them feel</p>
	<p><b>1st:</b> Students will understand that being fit keeps you healthy, fitness is for everyone, being healthier makes you happier, and physical activity impacts your brain and heart.</p>	<p><b>1st:</b> Visuals/examples “fit” and “healthy” looks different for each individual</p> <p>A large variety of movement activities (dance, martial arts, exercise, games, walking)</p>	<p><b>1st:</b> Vocabulary: healthy, exercise, fitness, nutrition</p> <p>“Healthy is different for everyone” “What does a healthy body look like”</p>	<p><b>1st:</b> Participate in a variety of movements and physical activities</p> <p>Provide examples of movement activities they enjoy</p>
	<p><b>2nd:</b> Students will understand that being fit keeps you healthy, fitness is for everyone, being healthier makes you happier, and physical activity impacts your brain and heart.</p>	<p><b>2nd:</b> Visuals/examples “fit” and “healthy” looks different for each individual</p> <p>A large variety of movement activities (dance, martial arts, exercise, games, walking)</p>	<p><b>2nd:</b> Vocabulary: exercise, fitness, nutrition</p> <p>How do we find enjoyment through movement? Is being an athlete the only way to be healthy?</p>	<p><b>2nd:</b> Participate in a variety of movements and physical activities in partners and groups</p> <p>Discuss the physical, mental, and emotional benefits of movement</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Justice 13</b> I know some true stories about how people have been treated badly because of their group identities, and I don't like it.</p>	<p><b>JK/K:</b> <b>Diversity 9</b> I know everyone has feelings, and I want to get along with people who are similar to and different from me.</p>	<p><b>JK/K:</b> Visuals of healthy meals from different cultures Visuals/ examples of healthy bodies of all shapes and sizes from different cultures</p>	<p><b>JK/K:</b> Inclusive language surrounding body image and exercise (no ideal body type)</p> <p>Positive language surrounding movement: fun, enjoy, silly</p>	<p><b>JK/K:</b> Find students in class who enjoy the same activities</p> <p>Discuss kind ways to treat people who seem different</p>
	<p><b>1st:</b> <b>Identity 2</b> I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p>	<p><b>1st:</b> Visuals of healthy meals from different cultures Visuals of what healthy bodies look like from different cultures</p>	<p><b>1st:</b> Inclusive language surrounding body image and exercise (no ideal body type)</p> <p>What does your family/ culture consider a healthy meal?</p>	<p><b>1st:</b> Discover healthy meals from different cultures</p> <p>Discuss what healthy means to their family Participate in movement activities from other cultures</p>
	<p><b>2nd:</b> <b>Action 18</b> I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.</p>	<p><b>2nd:</b> Visuals of people of all shapes and sizes participating in and enjoying movement</p> <p>Examples of enjoyment and excellence in physical activity by different body types (e.g. hiking, dog walking, water fitness, martial arts, weight lifting, etc.)</p>	<p><b>2nd:</b> Inclusive language about body image and exercise (there is no ideal body type)</p> <p>Vocabulary: diet vs fad diet</p> <p>Why do different people need different diets? Stories and experiences of anti-fat bias</p>	<p><b>2nd:</b> Discuss ways to make PE class and recess more inclusive to all body types</p> <p>Participate in movement activities from other cultures</p>

# Unit: Cooperative Learning

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b></p> <p><b>Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>JK/K:</b> Students will recognize that physical activity is important for good health; Students will follow directions in groups settings</p>	<p><b>JK/K:</b> Peer/teacher demonstrations of spatial awareness by respecting each other's space</p> <p>Visuals containing ways we can be healthy (activity wall, visuals around space)</p>	<p><b>JK/K:</b> Social interactions and peer feedback regarding the physical activity at hand</p> <p>Peer/Teacher reinforcement for successful attempts towards activities provided</p>	<p><b>JK/K:</b> Discuss what they think it means to be healthy, how can we live healthier lives?</p> <p>Show ways that they feel respected or comfortable during physical activities</p>
	<p><b>1st:</b> Students will be able to work cooperatively in small and large groups striving towards a common goal by the end of the unit.</p>	<p><b>1st:</b> Peer/teacher modeling: respecting personal space and learning environment</p> <p>Student-made lists of ways to respect one another during physical activities</p>	<p><b>1st:</b> Peer/ teacher feedback regarding physical activity at hand</p> <p>Positive language for feedback to remain respectful towards one another</p>	<p><b>1st:</b> Discuss in what ways we can be healthy</p> <p>Work in groups to make lists of ways we can show respect to each other during physical activities</p>
	<p><b>2nd:</b> Students will be able to work cooperatively in partners, small and large groups striving towards a common goal by the end of the unit.</p>	<p><b>2nd:</b> Emerging independence and cooperation in partner environments</p> <p>Activity wall, social contract prepared by students</p>	<p><b>2nd:</b> Peer/ teacher feedback regarding physical activity at hand</p> <p>Positive language during feedback and during conversations in conflict corner, if needed</p>	<p><b>2nd:</b> Work collaboratively and create an activity wall: being healthy in/outside of school</p> <p>Develop a class contract for respectful participation; use conflict corner for disagreements</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Justice 12</b> I know when people are treated unfairly.</p>	<p><b>JK/K:</b> <b>Identity 4</b> I can feel good about myself without being mean or making other people feel bad.</p>	<p><b>JK/K:</b> Visuals: representation of various cultures</p> <p>Peer/teacher models of fair treatment (equity)</p>	<p><b>JK/K:</b> Correct pronunciation of preferred names and use of correct pronouns</p> <p>Vocabulary: differences, fairness (equity)</p> <p>Positive language and encouragement</p>	<p><b>JK/K:</b> Discuss how activities can be fair for everyone or unfair for some</p> <p>Take turns and share equipment so that all students have a chance to participate</p>
	<p><b>1st:</b> <b>Diversity 6</b> I like being around people who are like me and different from me, and I can be friendly to everyone.</p>	<p><b>1st:</b> Representation of different cultures featured in visuals and activities</p> <p>Peer/teacher models of fair and unfair treatment during activities</p>	<p><b>1st:</b> Correct pronunciation of preferred names and use of correct pronouns</p> <p>Vocabulary: differences, fairness (equity)</p> <p>Positive language and encouragement</p>	<p><b>1st:</b> Discuss if anyone has ever felt that they were treated unfairly in the past</p> <p>Agree on class expectations to treated everyone fairly during PE lessons</p>
	<p><b>2nd:</b> <b>Action 16</b> I care about those who are treated unfairly.</p>	<p><b>2nd:</b> Representation of different cultures featured in visuals and activities</p> <p>Demonstrations of when certain groups are treated unfairly</p>	<p><b>2nd:</b> Student's preferred names and pronouns pronounced correctly</p> <p>Teacher and student examples of what influences physical activities (e.g. family)</p> <p>Students using positive language</p>	<p><b>2nd:</b> Demonstrate examples of certain teams/groups being provided unfair opportunities in physical activity</p> <p>Discuss how we can make physical activities fair for everyone</p>

# Unit: Manipulative Skills

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>JK/K:</b> Students will be able to use many forms of equipment to perform a variety of manipulative skills by the end of the unit.</p>	<p><b>JK/K:</b> Teacher/peer modeling of manipulative skills</p> <p>Different equipment one can use while participating in manipulative movement</p>	<p><b>JK/K:</b> Manipulative skill vocabulary, activity communication, cues for practicing the skills</p> <p>Teacher and peer reinforcement and encouragement</p>	<p><b>JK/K:</b> Shares equipment and space with others. (S4.E4.K)</p> <p>Collecting</p> <p>Challenge by choice</p>
	<p><b>1st:</b> Students will be able to use many forms of equipment to perform a variety of manipulative skills by the end of the unit.</p>	<p><b>1st:</b> Teacher/peer modeling of manipulative skills</p> <p>Different equipment one can use while participating in manipulative movement</p>	<p><b>1st:</b> Manipulative skill vocabulary, activity communication, cues for practicing the skills</p> <p>Teacher and peer reinforcement and encouragement</p>	<p><b>1st:</b> Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)</p> <p>Underhand throws</p> <p>Challenge by choice</p>
	<p><b>2nd:</b> Students will be able to enhance gross motor skill development through the exploration of manipulative movement by the end of the unit.</p>	<p><b>2nd:</b> Teacher/peer modeling of manipulative skills</p> <p>Different equipment one can use while participating in manipulative movement</p>	<p><b>2nd:</b> Manipulative skill vocabulary, activity communication, cues for practicing the skills</p> <p>Teacher and peer reinforcement and encouragement</p>	<p><b>2nd:</b> Works safely with equipment. (S4.E6.2b)</p> <p>Accepts corrective feedback (S4.E3.2)</p> <p>Brainstorm where to use/see the movements</p> <p>Challenge by choice</p>
<p><b>Social Justice Anchor:</b></p> <p><u>Justice 14</u> I know that life is easier for some people and harder for others based on who they are and where they were born.</p>	<p><b>JK/K:</b> <b>Diversity 9</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p><b>JK/K:</b> Visuals representing people with different identities and backgrounds engaged in manipulative movement</p> <p>Vocabulary: fair, justice, equity</p>	<p><b>JK/K:</b> Vocabulary: fair, justice, equity</p> <p>Students sharing related games, sports, and dances learned from their home or family</p> <p>Examples of modified manipulative equipment to enhance fairness</p>	<p><b>JK/K:</b> Share/participate in related activities from their family, background, culture</p> <p>Evaluated by diverse forms of assessment</p> <p>Give examples of modifying skills for fairness</p>
	<p><b>1st:</b> <b>Identity 5</b> I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school, and other places that matter to me.</p>	<p><b>1st:</b> Visuals representing people with different identities and backgrounds engaged in manipulative movement</p> <p>Vocabulary: fair, justice, equity</p>	<p><b>1st:</b> Vocabulary: fair, justice, equity</p> <p>Students sharing related games, sports, and dances learned from their home or family</p> <p>Student/peer examples of fairness</p>	<p><b>1st:</b> Share/participate in related activities from their family, background, culture</p> <p>Evaluated by diverse forms of assessment</p>
	<p><b>2nd:</b> <b>Action 16</b> I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.</p>	<p><b>2nd:</b> Visuals representing people with different identities and backgrounds engaged in manipulative movement</p> <p>Vocabulary: fair, justice, equity</p>	<p><b>2nd:</b> Vocabulary: fair, justice, equity</p> <p>Students sharing related games, sports, and dances they learned from their family, culture, religion, or home life.</p> <p>Students discuss how to keep/make PE fair</p>	<p><b>2nd:</b> Share/participate in related activities from their family, background, culture</p> <p>Think and discuss critically: fairness and equipment (e.g. old/broken vs. new, proper vs. improper, has vs. doesn't have, etc.)</p>

# Unit: Chasing, Fleeing, and Dodging

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p><b>JK/K:</b> Students will be able to use movement concepts and locomotor skills in large group activities by the end of the unit.</p>	<p><b>JK/K:</b> Students traveling safely through space at different speeds and directions</p> <p>Students dodging obstacles</p>	<p><b>JK/K:</b> Vocabulary- chase, flee, dodge, speed, direction, safe speed</p>	<p><b>JK/K:</b> Practice traveling safely at different speeds and directions</p> <p>Learn concepts of chasing, fleeing, and dodging in a safe environment</p>
	<p><b>1st:</b> Students will be able to develop chasing, fleeing, and spatial awareness skills while participating in large and small group physical activities.</p>	<p><b>1st:</b> Students traveling safely while participating in chasing, fleeing, and dodging activities in partners and small groups</p>	<p><b>1st:</b> Vocabulary- chase, flee, dodge, speed, direction, safe speed, tag</p> <p>Students and teacher using non-judgemental language</p>	<p><b>1st:</b> Practice chasing, fleeing, and dodging skills and apply them to partner and small group activities</p>
	<p><b>2nd:</b> Students will be able to develop chasing, fleeing, and spatial awareness skills while participating in large and small group physical activities.</p>	<p><b>2nd:</b> Students participating in chasing, fleeing, and dodging games (tag) safely</p>	<p><b>2nd:</b> Vocabulary- advocacy, chase, flee, dodge, speed, direction, safe speed, tag</p> <p>Students and teacher using non-judgemental language</p>	<p><b>2nd:</b> Participate in group chasing, fleeing, and dodging activities and games</p> <p>Apply movement concepts to chasing, fleeing, and dodging activities</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Action 19</b> I will speak up or do something if people are being unfair, even if my friends do not.</p>	<p><b>JK/K:</b> <b>Action 18</b> I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.</p>	<p><b>JK/K:</b> Visuals of safe play, expectations, and concepts (directions, speed)</p> <p>Teacher and peer modeling of safe and fair play</p>	<p><b>JK/K:</b> What does it mean to stand up for yourself?</p> <p>If you don't like the way someone is treating you what can you do?</p>	<p><b>JK/K:</b> Practice advocacy:</p> <ul style="list-style-type: none"> <li>● Asking to go to the bathroom</li> <li>● Asking to take a break</li> <li>● Telling someone or the teacher if they feel uncomfortable or unsafe</li> <li>● Talking with each other to solve problems</li> </ul>
	<p><b>1st:</b> <b>Action 16</b> I care about those who are treated unfairly.</p>	<p><b>1st:</b> Visuals of safe play, expectations, and concepts</p> <p>Teacher and peer modeling of conflict resolution</p> <p>Conflict corner with visuals</p>	<p><b>1st:</b> Non-judgemental language</p> <p>What does it mean to stand up for yourself?</p> <p>How are some ways tag games feel unfair?</p>	<p><b>1st:</b> Play fair; Discuss how unfair or unsafe gameplay can make others feel</p> <p>Practice solving conflict during activities by using the conflict corner</p>
	<p><b>2nd:</b> <b>Action 17</b> I can and will do something when I see unfairness—this includes telling an adult.</p>	<p><b>2nd:</b> Visuals of safe play, expectations, and concepts</p> <p>Student modeling of conflict resolution</p> <p>Students advocating for themselves during gameplay and activity</p>	<p><b>2nd:</b> Non-judgemental language</p> <p>How can you stand up for yourself?</p> <p>How can you stand up for others?</p>	<p><b>2nd:</b> Practice solving conflict during activities by using the conflict corner</p> <p>Self-regulate and stand up for others</p>

# Unit: Movement Concepts

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p><b>JK/K:</b> Travel safely through personal and general space using rhythm, different pathways, and speeds</p>	<p><b>JK/K:</b> Students moving safely through different pathways with different speeds</p> <p>Students demonstrating awareness of personal space</p>	<p><b>JK/K:</b> Vocabulary: pathway, personal space, levels, aware of surroundings, speed</p> <p>Peer/teacher feedback if students need reminders for personal space; Peer/teacher use of different directional cues</p>	<p><b>JK/K:</b> Discuss what moving safely can look like/ why moving safely is important</p> <p>Practice ways that moving can be fun (animal movements, imitation)</p>
	<p><b>1st:</b> Enhance gross motor skill development and social awareness through a variety of individual and group movement experiences that encompass traveling safely</p>	<p><b>1st:</b> Students moving at different speeds and pathways while demonstrating safety skills and awareness of personal space</p>	<p><b>1st:</b> Vocabulary: pathway, personal space, levels, aware of surroundings, speed</p> <p>Peer/teacher feedback if students need reminders for personal space; Peer/teacher use of different directional cues</p>	<p><b>1st:</b> Discuss other situations in which we need to control our body movements</p> <p>Practice different ways to move safely through a variety of pathways</p>
	<p><b>2nd:</b> Enhance gross motor skill development and social awareness through a variety of individual and group movement experiences that encompass traveling safely</p>	<p><b>2nd:</b> Students moving at different speeds and pathways while demonstrating safety skills and awareness of personal space</p> <p>Students following different directional cues through different pathways</p>	<p><b>2nd: Vocabulary:</b> pathway, personal space, levels, aware of surroundings, speed</p> <p>Peer/teacher feedback if students need reminders for personal space and speed; Peer/teacher use of different directional cues</p>	<p><b>2nd:</b> Discuss other situations in which we need to control our body movements</p> <p>Practice different ways to move safely through different pathways; Safely demonstrate different speeds</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Diversity 8</b> I want to know about other people and how our lives and experiences are the same and different.</p>	<p><b>JK/K:</b> <b>Identity 2</b> I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p>	<p><b>JK/K:</b> Visuals of different forms of movement in different cultures</p> <p>Peer/teacher models of how people can move the same/differently</p>	<p><b>JK/K:</b> Vocabulary: identity, personal space</p> <p>What are some ways that you are healthy outside of school? What are some ways that you move at home?</p>	<p><b>JK/K:</b> Practice showing personal space</p> <p>Discuss that some people may have larger or smaller areas for their personal space, and that is okay</p>
	<p><b>1st:</b> <b>Diversity 6</b> I like being around people who are like me and different from me, and I can be friendly to everyone.</p>	<p><b>1st:</b> Visuals of different forms of movement in different cultures</p> <p>Differentiation of movements</p> <p>Student examples of movements and imitation</p>	<p><b>1st:</b> How do different people move in different ways?</p> <p>Peer/teacher feedback for different movements</p>	<p><b>1st:</b> Share movements they like and compare with peers</p> <p>Discuss different ways people move (How can we get to school? How can we move around our home?)</p>
	<p><b>2nd:</b> <b>Action 20</b> I will join with classmates to make our classroom fair for everyone.</p>	<p><b>2nd:</b> Visuals of different forms of movement in different cultures</p> <p>Equal opportunities for all students to demonstrate their movements</p>	<p><b>2nd:</b> Vocabulary: fairness</p> <p>How can we make this activity fair for everyone? What can you do if you think something is unfair?</p>	<p><b>2nd:</b> Practice moving in different spaces at different speeds.</p> <p>Discuss how different people have diff</p>

# Unit: Non-Manipulative Skills

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b></p> <p><b>Standard 1</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p><b>JK/K:</b> Students will be able to maintain balance, create different shapes with their bodies, and perform rolls by the end of the unit.</p>	<p><b>JK/K:</b> Students challenging themselves to try non-manipulative skills (e.g. balancing, rolling)</p> <p>Peer and teacher modeling of skills; Visuals demonstrating non-manipulative skills</p>	<p><b>JK/K:</b> Vocabulary: balance, roll, tumble</p> <p>Peer feedback and praise</p>	<p><b>JK/K:</b> Challenge by Choice: skill and how they will show understanding of skills through multiple intelligences</p>
	<p><b>1st:</b> Students will be able to enhance gross motor skill development through the exploration of non-manipulative movement experiences.</p>	<p><b>1st:</b> Students challenging themselves to try non-manipulative skills (e.g. balancing, rolling)</p> <p>Peer and teacher modeling of new skills; Visuals demonstrating non-manipulative skills</p>	<p><b>1st:</b> New and review vocabulary</p> <p>Peer feedback and praise</p>	<p><b>1st:</b> Challenge by Choice: skill and how they will show understanding of skills through multiple intelligences</p>
	<p><b>2nd:</b> Students will be able to enhance gross motor skill development through the exploration of non-manipulative movement experiences</p>	<p><b>2nd:</b> Students challenging themselves to try non-manipulative skills (e.g. balancing, rolling)</p> <p>Peer and teacher modeling of new skills; Visuals demonstrating non-manipulative skills</p>	<p><b>2nd:</b> New and review vocabulary</p> <p>Peer feedback and praise</p>	<p><b>2nd:</b> Challenge by Choice: skill and how they will show understanding of skills through multiple intelligences</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Justice 14</b> I know that life is easier for some people and harder for others and the reasons for that are not always fair.</p>	<p><b>JK/K:</b></p> <p><b>Identity 2</b> I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p>	<p><b>JK/K:</b> Vocabulary: values, challenge, choice, availability</p> <p>Visuals demonstrating non-manipulative skills with a wide representation of different identities and backgrounds</p>	<p><b>JK/K:</b> Vocabulary: values, challenge, choice, availability</p> <p>Teacher and peer examples of values</p>	<p><b>JK/K:</b> Challenge by Choice- making decisions based on values and availability</p> <p>Think critically and discuss values: what do you care about?</p>
	<p><b>1st:</b></p> <p><b>Diversity 8</b> I want to know about other people and how our lives and experiences are the same and different.</p>	<p><b>1st:</b> Vocabulary: values, challenge, choice, availability</p> <p>Visuals demonstrating non-manipulative skills with a wide representation of different identities and backgrounds</p>	<p><b>1st:</b> Vocabulary: values, challenge, choice, availability, fairness</p> <p>Teacher and peer examples of availability</p>	<p><b>1st:</b> Challenge by Choice- making decisions based on values and availability</p> <p>Think critically and discuss: "what's available to me isn't available to everyone"</p>
	<p><b>2nd:</b></p> <p><b>Action 16</b> I care about those who are treated unfairly.</p>	<p><b>2nd:</b> Vocabulary: values, challenge, choice, availability</p> <p>Visuals demonstrating non-manipulative skills with a wide representation of different identities and backgrounds</p>	<p><b>2nd:</b> Vocabulary: values, challenge, choice, availability, fairness</p> <p>Teacher and peer examples of values and availability</p>	<p><b>2nd:</b> Challenge by Choice- making decisions based on values and availability</p> <p>Think critically and discuss values and availability. How can we make our school and community more fair for everyone?</p>

# JK-5 PE Glossary

## Instructional Strategies and Information

**Challenge by Choice-** Challenge by Choice means that students can choose to physically take part in an activity or they can choose to not do so for physical, emotional, or personal reasons. Students decide on their own, without a teacher or peer pressure, to take on a challenge. Varied challenges (e.g: allowing students to vary distances for tossing to a target) and varied methods (try it, teach it, explain it, etc.) Sometimes students are not prepared to try something and they have the opportunity to opt-out and try something else. Sitting out isn't a challenge by choice.

**Conflict Corner-** A dedicated space and method for students to solve conflict with one another independently  
[Conflict Corner](#)

**Directional cues-** Any prompt given to students to encourage movement in a different direction (up, down, left, right, forwards, backward, under, over, etc.)

**Diverse forms of assessment-** Incorporate and prioritize assessments within the social/emotional and affective domains; avoid an overreliance on psychomotor assessments. If we assess in many different ways, we provide all students the opportunity to show us how they learn best (e.g., learning journals, reflections, teaching a peer, explaining it, etc).

**Multiple Intelligences-** Varied methods of performing, explaining, teaching, assessing skills, etc.

**Navigation visuals (orienteering):** Maps, cards, letters, any visual used to represent a location featured within a student map

**Non-judgemental language:** Using words that do not use a positive or negative stance. Instead of using words like "good," "bad," "right," or "wrong," use more neutral and non-judgmental words to express that you are hearing the person, rather than judging what they say.

**Personal survey-** Get to know your students by collecting data. Upper elementary may use a digital or written survey. In JK-2, four corners/pick-a-side games can help you collect data (e.g. I can speak 1, 2, 3, 4+ languages, favorite way to move, do you have older/younger siblings, agree/disagree, identity questions).

**Safe spaces-** a safe space where students can calm down, take a timeout, or resolve conflict (e.g. calming space, conflict corner, circle, or squad spots)

**Social Contract-** Students come up with agreed-upon rules and expectations for class with minimal teacher help and direction

**Spirit -** Alternative to "sportsmanship" - mutual respect and trust between opponents; communication and conflict resolution skills; and self-confidence – both on and off the field of play

**Wide Representation-** Visuals and examples of individuals with various identities: race, ethnicity gender, sex, class, sexual orientation, language, religion/spirituality, ability, culture, age, etc.

## Student Vocabulary

**Access-** Ability to participate in activities outside of school

**Adapting-** To change or adjust for a reason

**Availability-** Having access to equipment, resources, or facility to perform skills/activities

**Bias-** prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

**Challenge by Choice-** You get to make a decision about what challenge you do (option A or B) and how you try it (try with your body, explain it, teach a classmate, or another option).

**Challenge-** Something not impossible but not easy; something you think you can do safely but don't know if you can yet

**Choice-** You get to make a decision

**Diet-** What a person, animal, or community eats on a regular basis

**Diversity-** Differences. People can be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion

**Encouraging Language-** Using positive language and feedback to help motivate one another

**Equity-** fairness, Vocabulary: fair, justice, equity

**Fad Diet-** Trend diets; diets or plans sold as the best and fastest approach to losing weight and being healthy

**Fair-** everyone gets what they need; not the same as equal

**Inclusion-** Not leaving anyone out; making sure all of your peers have a turn in the activity, game, or lesson

**Justice-** Being fair and doing what is right; not always equal

**Spirit-** Demonstrating respect for one another and fair play during activities

**Value-** Something we care about