



**Quarterly Content Guide PHYSICAL
EDUCATION – Kindergarten-(#5015020)**

Adopted Instructional Materials:

Quarter 1 - 21.5 Blocks (43 Days)	Quarter 2 - 23.5 Blocks (47 Days)	Quarter 3 - 21 Blocks (42 Days)	Quarter 4 - 24 Blocks (48 Days)
<u>1-1</u> Introduce Safety Rules and Class Procedures	<u>2-1</u> Reinforce safety rules and class procedures	<u>3-1</u> Physical effects of exercise	<u>4-1</u> Nutrition
<u>1-2</u> Introduction to partner cooperation and sportsmanship	<u>2-2</u> Recognizes movement concepts and pathways	<u>3-2</u> Pedestrian and Bike Safety	<u>4-2</u> Creative Movement Concepts
<u>1-3</u> Introduce spacial awareness	<u>2-3</u> Identify body parts Balance on body parts	<u>3-3</u> Manipulative skills	<u>4-3</u> Health Related Physical Fitness
<u>1-4</u> Introduction of locomotor skills	<u>2-4</u> Manipulative skills	<u>3-4</u> Introduction to team/group activities	<u>4-4</u> Introduction to technology in physical education
<u>1-5</u> Health Related Physical Fitness	<u>2-5</u> Identify and participate in locomotor skills	<u>3-5</u> Water Safety Education	






Quarter: 1-1

Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education - Introduce Safety Rules and Class Procedures Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.K.C.2.2 Recognize physical activities have safety rules and procedures. PE.K.C.2.7 Identify personal and general space. PE.K.R.5.1 Identify ways to cooperate with a partner during physical activity. PE.K.R.5.2 Use equipment safely and properly. PE.K.R.5.3 Identify ways to treat others with respect during physical activity.</p>	<p>ELD.K.12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K.12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. MAFS.K.G.1.1 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.</p>	
Essential Outcome Questions		

- Why is it important to follow directions in physical education class?
- How can I stay safe when I'm exercising?
- What are the rules for participating in physical education class?

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
P.E.K.C.2.2	<ul style="list-style-type: none"> • Understands and practices emergency procedures. • Understands rules consequences, and fair play. • Understands the importance of following directions. • Understands the importance of keeping their hands and feet to themselves for safety. 		 P.E. Central: Physical Education Rules PE Central: Organization Signals Lesson Plan	Use flexible grouping with students' with a good knowledge of the subject with peers who have lesser understanding.
P.E.K.R.5.2	<ul style="list-style-type: none"> • Demonstrates the correct use of physical education equipment. 	 SPARK: Spatial awareness		
P.E.K.C.2.7	<ul style="list-style-type: none"> • Recognizes spacial awareness and one's own personal space. 			
Assessment(s):				
Grading Rubric: Knows and follows directions in physical education				



Quarter: 1-2



Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Introduction to partner cooperation and sportsmanship Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p> <p>Unit 1 Big Idea Description: Health Education - Introduction to partner cooperation and sportsmanship Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.K.R.5.3 Identify ways to treat others with respect during physical activity.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>MAFS.K.G.1.1 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.</p>	<p>HE.K.C.1.2 Recognize the physical dimensions of health.</p>

Essential Outcome Questions

- **What is team work?**
- **How can I demonstrate proper behavior while playing?**
- **Who are my peers?**
- **What does cooperation mean?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
P.E.K.R.5.3	<ul style="list-style-type: none"> • Interacts positively with peers • Understands how to win/lose gracefully • Works with a partner cooperatively 		 PE Central: Lining Up Strategies Lesson Plan PE Central: Rock Out Lesson Plan  Mr. Gym: Balls Galore Lesson Plan Mr. Gym: Farm Animals Lesson Plan	<p>Have students work in small groups and create a word wall using the vocabulary toss literacy enrichment activity. Use Academic Language cards to create vocabulary stations.</p>

Daily Phys Ed

[Lesson Plan Daily Phys Ed: Frozen Tag](#)



[Lesson Plan: Personal & Social Responsibility](#)

[Personal & Social Responsibility Beanbag Bandages](#)

[Bean Bag Bandages Station Cards](#)

[Lesson Plan: Personal & Social Responsibility Set The Table](#)

[Lesson Plan: Personal & Social Responsibility Hide & Seek](#)

[Lesson Plan: Personal & Social Responsibility Train Tracks](#)

[Lesson Plan: Personal & Social Responsibility Station Day](#)

Assessments:

Create a Sample or Give an Example: Ask students to quickly demonstrate that they understand a concept by preparing a sample or example that represents the concept.

[Self-Assessment Worksheet](#)

[Holistic Performance Rubric](#)

[Home](#)



Quarter: 1-3

Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Introduce Spacial Awareness Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Unit 1 Big Idea Description: Health Education – Introduce Spacial Awareness Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.K.M.1.1 Use a variety of locomotor skills to travel in personal and general space. PE.K.M.1.13 Move in a variety of ways in relation to others. PE.K.C.2.6 Recite cues for a variety of movement patterns and skills. PE.K.C.2.7 Identify personal and general space. PE.K.C.2.8 Recognize movement concepts.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. MAFS.K.G.1.1 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</p>	<p>HE.K.C.1.2 Recognize the physical dimensions of health.</p>

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Essential Outcome Questions

- How can I move myself safely around objects?
- What is the difference between general and personal space?
- What is general space?
- What is the importance of locomotor and non-locomotor skills?

Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
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<u>PE.K.C.2.7</u>	<ul style="list-style-type: none"> • Understands and demonstrates personal and general space • Uses a variety of directions, levels, and pathways to travel 		<p>Have all students work in stations at their own pace so the student can move along when they complete a skill or station work.</p>
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<u>PE.K.M.1.13</u>	<ul style="list-style-type: none"> • Identify how to move in a variety of ways in relation to others. 		
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[PE Central Lesson Plan:](#)

[Beep Beep](#)

[PE Central Lesson Plan:](#)

[Rod, Penny, and](#)

[Lightning: The Straight](#)

[Story](#)



[Spark Lesson Plan:](#)

[General Space and](#)

[Creative Moves](#)

HotChalk
LESSON PLANS

[Hot Chalk Lesson Plan:
Spatial Awareness](#)



[Kids Health Lesson Plan:
Personal Health](#)

Assessment(s):

[Kids Health](#) Personal Health Series Quiz

[Home](#)



Quarter: 1-4

Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:


Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Introduction of Locomotor Skills Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity. Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>Unit 1 Big Idea Description: Health Education– Introduction of Locomotor Skills Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

<p>PE.K.M.1.1 Use a variety of locomotor skills to travel in personal and general space.</p> <p>PE.K.C.2.1 Recognize locomotor skills.</p> <p>PE.K.C.2.6 Recite cues for a variety of movement patterns and skills.</p> <p>PE.K.C.2.7 Identify personal and general space.</p> <p>PE.K.C.2.8 Recognize movement concepts.</p> <p>PE.K.L.3.1 Identify a moderate physical activity.</p> <p>PE.K.L.3.2 Identify a vigorous physical activity.</p> <p>PE.K.R.6.1 Identify physical activities that are enjoyable.</p> <p>PE.K.R.6.2 Identify a benefit of willingly trying new movements and motor skills.</p> <p>PE.K.R.6.3 Identify the benefits of continuing to participate when not successful on the first try.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>MAFS.K.G.1.1 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.</p>	<p>HE.K.C.1.2 Recognize the physical dimensions of health.</p>
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Essential Outcome Questions

- **What are locomotor movements?**
- **Why are locomotor movements beneficial to my spatial awareness and body control?**
- **Why do we perform locomotor movements during physical activities?**
- **When do you perform locomotor skills?**
- **What are the differences between a skip and a gallop? Walk and run?**
- **How is appropriate behavior related to physical education equipment?**

Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
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<p>P.E.K.C.2.1</p>	<ul style="list-style-type: none"> • Understands the various movements of the body • Uses a variety of locomotor skills while moving in general space and in developmental games and skills. 		 <p>Lesson Plan: Locomotor & Manipulative Skills</p> <p>Lesson Plan Scarf & Bean Bag Exploration: Including Teaching Cues, Objectives, Vocabulary, National Standards</p>	<p>Create a word wall using locomotor and non-locomotor movement vocabulary.</p>
<p>P.E.K.R.6.3</p>	<ul style="list-style-type: none"> • Continues to try when unsuccessful 		<p>Lesson Plan Ball Handling Skills: Including Teaching Cues, Objectives, Vocabulary, National Standards</p>	

		Lesson Plan Hula Hoop Skills: Including Teaching Cues, Objectives, Vocabulary, National Standards	
		Lesson Plan Hula Hoop Skills: Including Teaching Cues, Objectives, Vocabulary, National Standards	

Assessment(s):

- [Self-Assessment Worksheet](#)
- [Holistic Performance Rubric](#)
- [Dual Performance Rubric](#)



Quarter: 1-5



Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:

Big Idea(s)		
<p>Big Idea Description: Physical Education – Health Related Physical Fitness Standard 3: Participate regularly in physical activity. Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p> <p>Big Idea Description: Health Education– Health Related Physical Fitness Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health. Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.K.L.3.1 Identify a moderate physical activity. PE.K.L.3.2 Identify a vigorous physical activity. PE.K.L.3.5 Describe physical-activity goal-setting. PE.K.L.3.6 Identify the benefits of participating in physical activity. PE.K.L.4.2 Identify that the heart beats faster during more intense physical activity. PE.K.L.4.3 Identify activities that increase breathing and heart rate. PE.K.L.4.4 Identify a physiological sign of participating in physical activity. PE.K.L.4.5 Identify a benefit of flexibility.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. MAFS.K.G.1.1 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.</p>	<p>HE.K.C.1.2 Recognize the physical dimensions of health. HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed.</p>

Essential Outcome Questions

- **Why is it important to get my body warmed up before I exercise?**
- **What exercises can I do to warm up my body?**
- **How do I know when my body is ready for exercise?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.K.L.4.5</u>	<ul style="list-style-type: none"> • Perform a variety of flexibility increasing activities • Participates in warm up and cool down activities 		 PE Central Lesson Plan: Horton Hatches the Egg	<p>Ability Grouping- Students can be placed in mixed groups based on their ability. For example, a beginning student, an average-level student and an expert-level student can all be grouped together.</p>
<u>PE.K.L.4.4</u>	<ul style="list-style-type: none"> • Recognizes physiological changes in the body due to physical activity • Identify the location of muscles that help the body perform physical activities. 	PE Central Lesson Plan: Hungry Crabs PE Central Lesson Plan: Oxygen Cycle		
<u>PE.K.L.3.6</u>	<ul style="list-style-type: none"> • Understand the difference between skill related and health related fitness components 	PE Central Lesson Plan: Super Hero Fitness		
<u>PE.K.L.3.6</u>	<ul style="list-style-type: none"> • Discuss enjoyable physical activities that help the body perform and be healthy 	 Quick Warm-ups Without Equipment SMART Goal Setting Worksheet		

Assessment(s):

Thumbs Up/Thumbs Down (or other hand signal): ask a question and ask students to put their thumbs up if they know the answer, thumbs down if not sure.

[Home](#)



Quarter: 2-1


Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education - Safety Rules and Class Procedures Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.K.C.2.2 Recognize physical activities have safety rules and procedures. PE.K.C.2.7 Identify personal and general space. PE.K.R.5.1 Identify ways to cooperate with a partner during physical activity. PE.K.R.5.2 Use equipment safely and properly. PE.K.R.5.3 Identify ways to treat others with respect during physical activity.</p>	<p>ELD.K.12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K.12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. MAFS.K.G.1.1 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.</p>	

Essential Outcome Questions

- **How can practicing emergency procedures keep me safe?**
- **Why do we need to practice emergency procedures?**
- **What can I do to keep myself safe while participating in physical education class?**
- **What should I do if I think a situation is dangerous?**
- **Why is it important that I follow class rules and procedures?**
- **What procedures do I need to follow when handling physical education equipment?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.K.C.2.2</u>	<ul style="list-style-type: none"> • Practice emergency procedures • Practice entry/exit procedures 		 <u>Lesson Plan: Steal The Dinosaur Egg</u> <u>Lesson Plan: Rabbit Hole</u>	Peer-to-Peer Grouping – Having students assist each other with specific needs is a way to give them responsibility for their learning.
<u>PE.K.R.5.2</u>	<ul style="list-style-type: none"> • Practice appropriate and safe equipment handling 			

PE.K.R.5.1

- Practice safe movement while in a large group staying in personal space



[The Physical Educator
Lesson Plan: Caterpillar
Riot](#)

[The Physical Educator
Lesson Plan: World Cup](#)

[The Physical Educator
Lesson Plan: Smaug's
Jewel](#)

Assessment(s):

Warm/Cold or 1-10: Ask students to tell you where they are on a numerical or qualitative scale.



THE SCHOOL DISTRICT OF LEE COUNTY

Quarter: 2-2

Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)


Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Recognizes movement concepts and pathways Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity. Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

<p>PE.K.M.1.10 Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.</p> <p>PE.K.C.2.6 Recite cues for a variety of movement patterns and skills.</p> <p>PE.K.C.2.7 Identify personal and general space.</p> <p>PE.K.C.2.8 Recognize movement concepts.</p> <p>PE.K.L.3.1 Identify a moderate physical activity.</p> <p>PE.K.L.3.2 Identify a vigorous physical activity.</p> <p>PE.K.R.6.2 Identify a benefit of willingly trying new movements and motor skills.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>MAFS.K.G.1.1 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.</p>	
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Essential Outcome Questions

- **How can movement skills and concepts help you become a better mover?**
- **How can understanding concepts of pathways, levels and directions help you become a better mover?**
- **What basic movement skills should you learn to use to become a skillful mover?**
- **How can you get better at the skills you need to be a skillful mover?**
- **How can knowing about form help you be a skillful mover?**

	Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.K.C.2.7	<ul style="list-style-type: none"> • Travel in a variety of pathways through general space and in low organized games • Define and practice how the body can move in space • Define and practice where the body moves in space • Define and practice relationships of body parts and with objects and/or people 		 <p>PE Central Lesson Plan: I Love PE</p> <p>PE Central Lesson Plan: Through the Forest</p>	Use student’s learning profile to have an in-depth understanding of how student’s process information.

<p>P.E.K.L.3.1</p>	<ul style="list-style-type: none"> Identify a benefit of trying new movements and motor skills 		<p>PE Central Lesson Plan: Shape Find</p> <p>PE Central Lesson Plan: Musical Shapes In Personal Space</p> <p>HEALTH & PHYSICAL EDUCATION</p> <p>Health & Physical Education Lesson Plan: Hide and Seek</p>	
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Assessment(s):

A checklist for each skill and movement concept that identifies specific students' needs.






Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Identify body parts and Balance on body parts Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness. Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.K.M.1.11 Balance on a variety of body parts. PE.K.M.1.12 Perform a variety of rolling actions. PE.K.L.4.1 Identify the location of muscles that help the body perform specific physical activities. PE.K.R.6.1 Identify physical activities that are enjoyable. PE.K.R.6.2 Identify a benefit of willingly trying new movements and motor skills. PE.K.R.6.3 Identify the benefits of continuing to participate when not successful on the first try.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. MAFS.K.G.1.1 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.</p>	

Essential Outcome Questions

- How can I control my body in a safe manner when performing physical activities?
- How do I learn to understand similarities and differences, and continue to work on expressing compassion within a movement based environment?

	Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.K.L.4.1</u>	<ul style="list-style-type: none"> • Identifies body parts by name and location • Identify the location of muscles that help the body perform specific physical activities. 		 <u>Kids Health Article: How my body works</u>	<p>Allow students to choose various movements that enhance balance. Utilize visual aids such as: pictures, and charts can all serve as scaffolding tools.</p>
<u>PE.K.M.1.11</u>	<ul style="list-style-type: none"> • Demonstrate the ability to balance on a variety of body parts 		 <u>PE Central: Lesson Plan Elastic Band Shapes</u> <u>PE Central: Toy Story Statues</u>  <u>Spark PE: Lesson Plan Single Leg Balances</u> <u>Spark PE: Lesson Plan Basic Body Positions</u>	

Assessment(s):



Coach's Eye is analysis app. It allows teachers to capture videos of students performing and then students can analyze and understand how they can improve.

[Home](#)



Quarter: 2-4



Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:

Big Idea(s)		
Unit 1 Big Idea Description: Physical Education – Manipulative skills Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
PE.K.M.1.7 Catch a variety of self-tossed objects. PE.K.M.1.8 Roll and throw a variety of objects using an underhand motion. PE.K.M.1.9 Throw a variety of objects forcefully using an overhand motion.	ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. MAFS.K.G.1.1 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.	

Essential Outcome Questions

- How can you successfully throw/roll an object underhand?
- Why is it important to be aware of your surroundings when you self-toss an object?
- What are the cues for successfully throwing an object for distance?

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.K.M.1.7	<p>Self-toss and a catch a variety of objects</p> <p>Toss, roll and catch with a partner</p> <p>Catch a variety of self-tossed objects.</p>		 <p>PE Central: Ocean Rescue</p> <p>PE Central: Grocery Bag Fun</p> <p>PE Central The Adventures of Mr. Toss</p>	<p>Have students create a group game that includes all levels of the activity.</p>
PE.K.M.1.9	<p>Roll and throw a variety of objects using an underhand motion.</p> <p>Throw a variety of objects forcefully using an overhand motion.</p>		 <p>Spark Activity Lesson Plan: Line Boogie</p>	



[Open Lesson Plan:
Walk The Dog](#)

[Open Lesson Plan:
Ball Skills 2](#)

Assessment(s):

[Exit Slip-Throwing](#)

[Catching a Ball Assessment Sheet](#)



Quarter: 2-5

Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:


Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Identify and participate in locomotor skills Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity. Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

[PE.K.C.2.1](#) Recognize locomotor skills.
[PE.K.C.2.7](#) Identify personal and general space.
[PE.K.C.2.8](#) Recognize movement concepts.
[PE.K.L.3.1](#) Identify a moderate physical activity.
[PE.K.L.3.2](#) Identify a vigorous physical activity.
[PE.K.L.3.6](#) Identify the benefits of participating in physical activity.
[PE.K.R.6.1](#) Identify physical activities that are enjoyable.
[PE.K.R.6.2](#) Identify a benefit of willingly trying new movements and motor skills.
[PE.K.R.6.3](#) Identify the benefits of continuing to participate when not successful on the first try.

[ELD.K12.ELL.SI.1](#) English language learners communicate for social and instructional purposes within the school setting.
[LAFS.K12.L.3.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
[MAFS.K.G.1.1](#) 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.

Essential Outcome Questions

- **Why is it important to learn different motor skills?**
- **What are the important locomotor skills you use to play a game?**
- **What activities that include locomotor movements can you play to keep healthy?**
- **What are locomotor movements?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.K.C.2.1</u>	<ul style="list-style-type: none"> Identifies and performs locomotor skills of walk, run, hop, jump, skip, gallop, leap, and slide 		 <u>Open Lesson Plan: Bean Bag Exploration 1</u> <u>Open Lesson Plan: Station Day Skill Cue Teaching Sheets</u> <u>Locomotor & Manipulative Skills Lesson Plan</u> <u>Open Lesson Plan: Juggling Scarf Exploration 1</u>	Adaptation of movement have students can make it a walking game, or have students use any other locomotor of movement that they choose.
<u>PE.K.C.2.7</u>	<ul style="list-style-type: none"> Uses a variety of locomotor skills to travel through general space 			

[P.E.K.R.6.2](#)

- Identify the benefit of using a variety of locomotor skills while participating in low organized games.



[PE Central Lesson Plan:
We're Going to the Zoo](#)

[PE Central Lesson Plan:
Through the Forest](#)

Assessment(s):

[Locomotor & Manipulative Skills Self-Assessment](#)
[Teacher Self-Evaluation & Reflection Guide](#)



Quarter: 3-1

Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Physical Effects of Exercise on the Body Standard 3: Participate regularly in physical activity. Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p> <p>Big Idea Description: Health Education – Physical Effects of Exercise on the Body Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health. Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

[PE.K.L.3.1](#) Identify a moderate physical activity.

[PE.K.L.3.2](#) Identify a vigorous physical activity.

[PE.K.L.3.3](#) Identify opportunities for involvement in physical activities during the school day.

[PE.K.L.3.4](#) Identify opportunities for involvement in physical activities after the school day.

[PE.K.L.3.6](#) Identify the benefits of participating in physical activity.

[PE.K.L.4.2](#) Identify that the heart beats faster during more intense physical activity.

[PE.K.L.4.3](#) Identify activities that increase breathing and heart rate.

[PE.K.L.4.4](#) Identify a physiological sign of participating in physical activity.

[PE.K.L.4.5](#) Identify a benefit of flexibility.

[ELD.K12.ELL.SI.1](#) English language learners communicate for social and instructional purposes within the school setting.


[LAFS.K12.L.3.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

[HE.K.C.1.2](#) Recognize the physical dimensions of health.

[HE.K.P.7.1](#) Identify healthy practices and behaviors to maintain or improve personal health.

Essential Outcome Questions

- What physical activities make me healthy?
- What are some activities I enjoy or like to play outside of school to stay healthy?
- What are some games or activities I can participate in at school?
- What is flexibility?
- What stretches can perform so my body is ready for exercise or play?
- Why does my heart beat fast when I am exercising?
- How can I slow my heart down after I'm done playing or exercising?
- What happens to my body when I exercise?
- How can I make my muscles strong?
- Why is it important to keep my muscles strong as I grow up?

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.K.L.4.2</u>	<ul style="list-style-type: none"> • Recognizes the difference in their heart rate while exercising versus at rest. 		 <u>PE Central Lesson Plan: Super Hero Fitness</u>	<p>Allow students to choose an area of interest and focus on improving skills.</p>
<u>PE.K.L.4.4</u>	<ul style="list-style-type: none"> • Identifies physiological changes in the body during exercise. • Recognizes that strong muscles help the body perform. 		<u>PE Central Lesson Plan: Heart Power</u>	<p>Function: Low physical fitness, have students modify fitness test activity to meet specific physical needs.</p>

[P.E.K.L.4.5](#)

- Defines flexibility and recognizes its importance.



[K-5 Physical Education-
Outdoor Lessons with
Video's](#)



[The Physical Educator
Lesson Plan: Everyone's
IT Frozen Tag Activity](#)

Assessment(s):

High-to-Low Response: (e.g., 😊 😐 😞, or Yes/Maybe/No or Need Time/Checking/Finished) Quickly poll the students with a limited number of choices that represent a spectrum from high understanding/comfort level to low.



Quarter: 3-2



Academic Plan
PHYSICAL EDUCATION - Kindergarten ([#5015020](#))

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Pedestrian and Bike Safety Standard 3: Participate regularly in physical activity.</p> <p>Unit 1 Big Idea Description: Physical Education – Pedestrian and Bike Safety Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.K.M.1.6 Participate in a variety of introductory water skills. PE.K.L.3.7 Verbally state the search used before crossing a roadway.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.B.5.4 -Select a healthy option when making decisions for yourself and/or others.</p>

Essential Outcome Questions

- **What behaviors do I need to demonstrate to be a safe pedestrian?**
- **What is a pedestrian?**
- **How can I keep myself safe while I am walking outside?**
- **What skills do I need to demonstrate before I cross the street or road?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.K.L.3.7</u>	<ul style="list-style-type: none"> • Understands safety procedures while traveling as a pedestrian • Practice search used before crossing a roadway (look left, look right, look left again) 		 <u>Bike Safety Information</u>	Use rubrics that match and extend students' varied skill levels.
<u>PE.K.M.1.6</u>	<ul style="list-style-type: none"> • Understands safety procedures in and around open or closed bodies of water • Recognize that there are deep and shallow ends of a pool • Identify hazards in and around bodies of water • Practice wearing a life jacket and know that everyone should wear a life jacket when in a boat or personal water craft 		 <u>Safe Routes Lesson Plan: Brighten Up</u> <u>Lesson Plan: Crossing to Safety</u> <u>Lesson Plan: Use Your Head Before Your Feet</u>	

			Lesson Plan: Sidewalk Safety Lesson Plan: Now It's Up to You How Not to Get Hit by a Car Resource	
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Assessment(s):

Use corners of the room to represent a variety of levels of prior knowledge on a topic you are about you cover (e.g., corners for: not a clue, I know some, I know lots, and I've got this skill); you can also use corners to show interest level or attitude.



Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)


Adopted Instructional Materials:



Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Manipulative Skills Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.K.M.1.2 Strike objects using body parts forcefully. PE.K.M.1.3 Balance a lightweight object on a paddle/racket while moving. PE.K.M.1.7 Catch a variety of self-tossed objects. PE.K.M.1.8 Roll and throw a variety of objects using an underhand motion. PE.K.M.1.9 Throw a variety of objects forcefully using an overhand motion. PE.K.C.2.5 Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns. PE.K.C.2.6 Recite cues for a variety of movement patterns and skills.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	

<p>PE.K.R.6.2 Identify a benefit of willingly trying new movements and motor skills.</p> <p>PE.K.R.6.3 Identify the benefits of continuing to participate when not successful on the first try.</p>		
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Essential Outcome Questions

- **What basic movement skills should you learn to use to become a skillful mover?**
- **How can you get better at the skills you need to be a skillful mover?**
- **How can knowing about form help you be a skillful mover?**
- **Why is it important to practice skills?**

Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PE.K.C.2.5</p> <ul style="list-style-type: none"> • Recognize the concept of kicking with a dominant foot while using various kicking patterns. 		<p>PHYSED Games Video Lesson Plan: Capture The Flag Relay</p> 	<p>Create a word wall using physical education academic language for literacy development.</p>

<p><u>PE.K.M.1.9</u></p>	<ul style="list-style-type: none"> Identify and perform overhand and underhand throws 		<p><u>PE Central Lesson Plan: Water Bottle Recycle Activity</u></p> <p><u>PE Central Lesson Plan: Decorate a Cookie</u></p>	
<p><u>PE.K.M.1.2</u></p>	<ul style="list-style-type: none"> Strike a variety of objects with a variety of body parts 		 <p><u>SPARK Lesson Plan: Line Boogie</u></p> <p><u>SPARK Lesson Plan: Straddle ball</u></p>  <p><u>OPEN Lesson Plan: Paddle It Up</u></p> <p><u>OPEN Lesson Plan: Musical Paddle Bop</u></p> <p><u>OPEN Lesson Plan: Station Day</u></p>	

PE.K.M.1.3

- Understand how to balance an object on a paddle/racket while moving.

Assessment(s):

[Striking Self-Assessment Worksheet](#)

[Home](#)



Quarter: 3-4

Academic Plan
PHYSICAL EDUCATION - Kindergarten ([#5015020](#))

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Introduction to Team/Group Activities and Games Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity. Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings. Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

[PE.K.M.1.1](#) Use a variety of locomotor skills to travel in personal and general space.

[PE.K.M.1.13](#) Move in a variety of ways in relation to others.

[PE.K.M.1.2](#) Strike objects using body parts forcefully.

[PE.K.M.1.3](#) Balance a lightweight object on a paddle/racket while moving.

[PE.K.M.1.4](#) Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.

[PE.K.M.1.5](#) Use two hands to bounce and catch a large playground ball.

[PE.K.M.1.7](#) Catch a variety of self-tossed objects.

[PE.K.M.1.8](#) Roll and throw a variety of objects using an underhand motion.

[PE.K.M.1.9](#) Throw a variety of objects forcefully using an overhand motion.

[PE.K.C.2.6](#) Recite cues for a variety of movement patterns and skills.

[PE.K.L.3.6](#) Identify the benefits of participating in physical activity.

[PE.K.R.5.1](#) Identify ways to cooperate with a partner during physical activity.

[PE.K.R.5.2](#) Use equipment safely and properly.

[PE.K.R.5.3](#) Identify ways to treat others with respect during physical activity.

[PE.K.R.6.1](#) Identify physical activities that are enjoyable.

[PE.K.R.6.2](#) Identify a benefit of willingly trying new movements and motor skills.

[PE.K.R.6.3](#) Identify the benefits of continuing to participate when not successful on the first try.



[ELD.K12.ELL.SI.1](#) English language learners communicate for social and instructional purposes within the school setting.

[LAFS.K12.L.3.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

[MAFS.K.G.1.1](#) 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.

Essential Outcome Questions

- What can we learn about team work and cooperation from playing team sports?
- What types of games and activities can I participate in that I enjoy?
- How can playing a game help me stay healthy?
- What type of attitude can make my team work better together?

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.K.R.5.3</u>	<ul style="list-style-type: none"> • Understands how to cooperate as a team • Cooperates with a small group during a low organized game or activity 		 <u>OPEN Lesson Plan: Hide and Seek</u> <u>OPEN Lesson Plan: No More Monkeys</u>  <u>PE Central Lesson Plan: Gargoyles</u>	<p>Cognitive & Behavioral Disabilities: allow players to use hands or feet to accommodate physical needs.</p> <p>Visual impairments/Hearing: Peer tutors can be helpful for practicing sport skills.</p>
<u>PE.K.R.5.1</u>	<ul style="list-style-type: none"> • Uses positive language when speaking with team/group members • Identify ways to be respectful during physical activity • Uses good sportsmanship while participating with a group or team 			

			<p>PE Central Lesson Plan: Oogedy Boogedy Tag</p> <p>PE Central Lesson Plan: Musical Shapes In Personal Space</p> <p>SPARK Physical Education Lesson Plan: Sugar and Fat Tag</p>	
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Assessment(s):

[Sportsmanship Checklists for Students](#)



Quarter: 3-5

Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)




Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Water Safety Education Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.K.M.1.6 Participate in a variety of introductory water skills. PE.K.C.2.4 Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	

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Essential Outcome Questions

- **What are safety procedures should I demonstrate while I am around pools and open water?**
- **What is the difference between the shallow and deep end of the pool?**
- **What skills should I perform if I accidently fall into a pool or open water?**

	Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
	<ul style="list-style-type: none"> • Understand a variety of introductory water skills. • Recognize there are deep and shallow areas of a pool 		<p>Boating Safety Sidekicks-Activities and information to educate children on boat safety.</p>  <p>H2O SMARTZ: How to stay safe around the water</p>  <p>Safe Kids World Wide: Swimming Safety Tips</p>	
<p>PE.K.C.2.4</p>	<ul style="list-style-type: none"> • Identify the dangers of entering a body of water without supervision. 		 <p>Kid's Corner: The Pool Safety App</p> <p>Pool Safety Song</p>	

			<p>The Adventures of Splish and Splash Educational Videos Coloring Activity Poster</p>  <p>CDC Water Safety: H2O Smartz</p>  <p>Danger Ranger: Water Safety Video's & Activities</p>	
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Assessment(s):

Thumbs Up/Thumbs Down (or other hand signal): ask a question and ask students to put their thumbs up if they know the answer, thumbs down if not sure.



Quarter: 4-1


Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)


Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Nutrition Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness. Big Idea Description: Health - Nutrition Standard 7: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.K.L.4.6 Differentiate between healthy and unhealthy food choices.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.K.P.7.1 Identify healthy practices and behaviors to maintain or improve personal health.</p>

Essential Outcome Questions

- What are the major food groups?
- Why is it important to eat healthy?
- What is the difference between a healthy and unhealthy foods and snacks?
- What can happen to my body if I do not eat healthy?

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.K.L.4.6</u>	<ul style="list-style-type: none"> • Identify healthy and unhealthy foods • Discuss why healthy foods are necessary and are good food choices • Discuss the consequences of unhealthy food choices 		 <p>The image is the MyPlate logo, which is a circular plate divided into five colored sections: red for Fruits, orange for Grains, blue for Dairy, purple for Protein, and green for Vegetables. A white fork is on the left side of the plate. Below the plate, it says 'Choose MyPlate.gov'.</p>	<p>Sample Activity: Introducing or reviewing USDA Food Guide: Write the name of a Food Group on</p>

			<p>USDA: Choose MyPlate For Teachers</p>  <p>PE Central Lesson Plan: Fishing for Good Nutrition</p> <p>PE Central Lesson Plan Know Your Food</p> <p>PE Central Lesson Plan: Couch Potato / Nutrition Tag</p> <p>Diet Science News NUTRITION AND DIET RESEARCH NEWS</p> <p>Web Quest Online: Rainy Day Activities Meet the Five Food Groups</p> <p>The Amazing Food Detective</p>	<p>each chart paper. On a fourth paper, the topic could be “Guidelines for Healthy Eating”. You could then display the chart paper around the gym or pavilion.</p>
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Assessment(s):

Knowledge Base Corners: Use corners of the room to represent a variety of levels of prior knowledge on a topic you are about you cover (e.g., corners for: not a clue, I know some, I know lots, and I’ve got this skill); you can also use corners to show interest level or attitude.




Quarter: 4-2

Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:

Big Idea(s)			
Unit 1 Big Idea Description: Physical Education – Creative Movement Concepts Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.			
Standards			
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards	
<p>PE.K.M.1.10 Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.</p> <p>PE.K.M.1.11 Balance on a variety of body parts.</p> <p>PE.K.M.1.13 Move in a variety of ways in relation to others.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>		
Essential Outcome Questions			
<ul style="list-style-type: none"> What different ways can I move my body effectively & efficiently? 			
Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation

PE.K.M.1.13	<ul style="list-style-type: none"> Identify cues for a variety of movement patterns. Uses manipulative and non-manipulative skills as an individual, as a partner, and in a small group. Demonstrates space awareness, effort (how the body moves), and relationships of the body to a variety of body parts, objects and/or people. 		 <p>PE Central Lesson Plan: Warm up activity</p> <p>PE Central Lesson Plan: Hula Hoop Hoopla! Instant Activity</p> <p>PE Central Lesson Plan: Disney Mambo #5 Warm-up</p>	<p>Enabling students to use contemporary media/technology as tools to demonstrate knowledge and understanding.</p> <p>Allow students to create movement sequence and critique movement sequences.</p> <p>Have students choreograph creative movement sequences.</p>
PE.K.M.1.10	<ul style="list-style-type: none"> Allow students to create movement sequence and critique movement sequences. Have students choreograph creative movement sequences. 			
Assessment(s):				
Theme Song Check-in: Have a set of "class songs" that students can use to check in, e.g., "I Can See Clearly" to reflect understanding.				




Quarter: 4--3

Academic Plan
PHYSICAL EDUCATION - Kindergarten (#5015020)

Adopted Instructional Materials:

Big Idea(s)			
Unit 1 Big Idea Description: Physical Education-Health Related Concepts Standard 3: Participate regularly in physical activity.			
Standards			
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards	
PE.K.L.3.3 Identify opportunities for involvement in physical activities during the school day. PE.K.L.3.4 Identify opportunities for involvement in physical activities after the school day.	ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
Essential Outcome Questions			
<ul style="list-style-type: none"> • What types of physical activities do I like to perform? • What activities can I perform before and after school? 			
Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation

PE.K.L.3.3	<ul style="list-style-type: none"> Identify physical activities that can be performed during the school day. 		 Kids Health Article: It's Time to Play	<p>Have students evaluate age appropriate fitness information and set fitness goals based on specific needs.</p>
PE.K.L.3.4	<ul style="list-style-type: none"> Identify physical activity opportunities after the school day. 			
Assessment(s):				
Give an Example: Ask students to summarize physical activities they can perform before and after school.				



Quarter: 4--4

Academic Plan
PHYSICAL EDUCATION - Kindergarten ([#5015020](#))



Adopted Instructional Materials:

Big Idea(s)		
Unit 1 Big Idea Description: Physical Education – The Use of Selected Technology to Enhance Performance Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
PE.K.C.2.3 Recognize technology can be utilized during physical activity.	ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	

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Essential Outcome Questions

- How can the use of technology enhance my fitness?

	Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.K.C.2.3</u>	<ul style="list-style-type: none"> • Enable students to use contemporary media/technology as tools to demonstrate knowledge and understanding. • Using technology to enhance fitness and overall wellness • Apply technological resources that enhance fitness and fosters lifelong enjoyment of physical activity. 		 Kahoot in Physical Education  ClassDojo Getting Started Video	<p>Have students make a book for physical education skills, procedure, games and activities.</p> <p>Have students produce a digital film on sports, games, or fitness activities</p>

Assessment(s):



[Formative Assessment Tool](#)