

**Kindergarten Physical Education
 Overview
 2019-2020**

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students in physical education understanding.

[Fitnessgram](#)

[PE TEKS](#)

[CATCH](#)

Instructional Model

Instruction in physical education should include moderate to vigorous physical activity for at least 50% of the class. The teacher will start class with a 5-7 minute warm-up activity. Then the teacher will “engage” the students. This includes the teacher making connections with students’ prior knowledge to pre-assess what

students know about the topic, skill or concept of the day. The next 5-10 minutes will be the “learning experience”, at this time the teacher will teach new information, skills and/or concepts. The next 20-25 minutes include time for the students to practice the information, skill or concept they have learned. This is the “guided practice” stage. The last 2-3 minutes of class will be used to cool the students’ heart rate down and recapture what the students learned and make connections to the next lesson.

Adopted Resources

[CATCH](#)

Physical Education Process Standards: Physical education does not have process standards, but we do have TEKS that run across subject areas. The student uses these standards to acquire and demonstrate physical education understanding. The student is expected to:

- K.1A The student is expected to travel in different ways in a large group without bumping into others or falling.
- K.1D Maintain balance while bearing weight on a variety of body parts.
- K.3B The student is expected to participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.
- K.5A Use equipment and space properly.
- K.5C Explain how proper shoes and clothing promotes safe play and prevent injury.
- K.7A Follow rules, procedures, and safe practices.

Grading Period 1

Unit 1: Gym Procedures & Spatial Awareness

Estimated Date Range: Aug. 11 – Sept. 9

Unit Overview: Students will be introduced to physical education class rules, procedures and safety practices. Following rules, procedures, and safe practices leads to safety, efficiency and fairness. Students will engage in physical activities that will teach student to identify and follow rules. Students will be taught safety practices and participate in mock safety drills. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students will learn how to move in a group without falling or bumping into others. As student move they will start to understand the concept of speed and different body movement patterns such as right/left and up/down.

Big Ideas:

- Rules are established to prevent chaos and encourage uniformity. Rules make things efficient and fair.
- Procedures outline and describe the process in which actions should be performed. Procedures are made and implanted to keep students safe.
- Safety practices are procedures put in place to keep people safe.
- While traveling in big groups, student will learn to be aware of their surrounding so that they do not bump into others or fall down. Bumping into others or falling can cause injury to yourself or others.

- Students will learn to change the speed and direction that they are traveling so that they do not injure themselves or others.
- Students must learn to maintain balance while bearing weight on body parts so that they have control of their bodies. Being able to maintain balance of your body parts prevents everyday injuries.
- Learners begin to learn cause and effect. These movement patterns reinforce decisions made in developing and understanding movement patterns.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why do rules exist?
- Why do we have procedures?
- How are safety practices and procedures similar?
- Why do you want to travel without falling or bumping into others?
- Why is it important to know the difference between slow and fast?
- Why do students need to be able to maintain balance while bearing weight on body parts?
- Why do we want learners to be able to move in multiple directions?
- How do we interact with others in physical education class?

Concepts within Unit #1	TEKS
Concept #1: Rules, Procedures & Safety Practices	K.7A, K.5A, K.6A, K.6B, K.5B, K.5C, K.5E, K.7C, K.3B
Concept #2: Spatial Awareness	K.1A, K.1B, K.1D, K.6B, K.7B, K.7C, K.5D, K.3B
Concept #3: Social Development	K.7A, K.7B, K.7C

Unit 2: Locomotor Skills

Estimated Date Range: Sept. 9– Oct. 10

Unit Overview: Students begin to develop vocabulary for locomotor skills and apply concepts related traveling from one place to another. Students will learn how to move in a group while performing various locomotor skills. As the student moves they will start to understand the foot patterns related to each of the following locomotor skills: walk, run, jump, hop, gallop, skip, side-slide, and leap. Students will be introduced to the terms chasing, fleeing, and dodging. Students will participate in physical activity games that teach and reinforce chasing, fleeing, and dodging skills.

Big Ideas:

- Locomotor movements are used to move the body from one location in space to another as well as upwards in space. The ability to successfully perform locomotor movements will allow for application in future physical activities.
- Locomotor movements engage the large muscles which allows for the development of gross motor coordination.
- Chasing, fleeing and dodging are used to move the body quickly towards, away from or change direction of the line of movement in relation to an object or person.
- The ability to successfully perform chasing, fleeing and dodging will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why is it important to be able to perform locomotor movements?

- How does performing locomotor movements enhance motor development?
- Why do students need to learn how to chase, flee, and dodge?
- How does chasing, fleeing, and dodging enhance playtime?
- How do we interact with others in physical education class?
- How do we interact with others in physical education class?

Concepts within Unit #2	TEKS
Concept #1: Development of Locomotor Skills	K.3D, K.1D, K.3A, K.3B, K.4
Concept #2: Chasing, Fleeing, and Dodging	K.1A , K.1D, K.7A, K.7B, K.7C, K.3B
Concept #3: Social Development	K.7A, K.7B, K.7C

Grading Period 2

Unit 3: Fitness Activities

Estimated Date Range: Oct. 11 – Nov. 1

Unit Overview: In this unit, students will be introduced to basic fitness terms and learn the benefits of living an active lifestyle. Students are introduced to the three elements of fitness Students and how fitness can improve their social skills, fitness levels and motor skills through participation in physical activity. Students will participate in enjoyable activities that will promote participation in physically active life.

Big Ideas:

- Moderate to vigorous physical activity refers to the intensity of a person’s workout. A moderate intensity workout is described as a person being able to talk, but not sing due to the intensity of their workout. A vigorous intensity is described as person’s workout intensity being so hard, that you are unable to have a verbal conversation with peers.
- Participating in regular moderate to vigorous physical activity increase your heart rate and moves oxygen through your body. Some health benefits are losing weight, maintaining weight, reduced risk of cardiovascular disease, reduced risk for diabetes and stronger muscles and bones.
- It is recommended that a person participate in at least 75-150 minutes a week of moderate to vigorous physical activity each week.
- Setting personal fitness goals motivates students to work hard to get to a desired fitness level. Goals are a reminder of what you are working hard to achieve.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- How do I know I am participating in moderate to vigorous physical activity?
- Why should students participate in moderate to vigorous physical activity?
- How much moderate to vigorous physical activity should a person include into their life?
- Why do we set personal fitness goals?
- How do we interact with others in physical education class?

Concepts within Unit #3	TEKS
Concept #1: Fitness Activities	K.3B, K.2A, K.3A, K.4A, K.3C, K.1C
Concept #2: Social Development	K.7A, K.7B, K.7C

Unit 4: Throwing and Catching

Estimated Date Range: Nov. 12 – Nov. 4 and Nov. 15

Unit Overview: In this unit, students will be introduced to the terms throw and catch. Students will learn how to properly throw and catch. Students will participate in physical activity games that teach and reinforce throwing and catching skills.

Big Ideas:

- Throwing and catching engage the large muscles which allows for the development of gross motor coordination.
- Throwing and catching enhances the development of muscular strength and endurance.
- The ability to successfully perform throwing and catching will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why do students need to learn how to throw and catch?
- How does throwing and catching improve physical performance?
- How do we interact with others in physical education class?

Concepts within Unit #4	TEKS
Concept #1: Throwing and Catching	K.3D, K.1H, K.2A, K.3A, K.3B, K.4
Concept #2: Social Development	K.7A, K.7B, K.7C

Unit 5: Striking and Volleying

Estimated Date Range: Nov. 18 – Dec. 13

Unit Overview: In this unit, students will be introduced to the terms striking and volleying. Students demonstrate the proper way to strike and volley different objects. Students will participate in physical activity games that teach and reinforce striking and volleying.

Big Ideas:

- Striking and volleying engage the large muscles, which allows for the development of gross motor coordination.
- Striking and volleying enhances the development of muscular strength and endurance.
- Striking and volleying improves your hand-eye coordination.
- The ability to successfully strike and volley and object will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why do students need to learn how to strike and volley an object?
- How does striking and volleying improve physical performance?
- How do we interact with others in physical education class?

Concepts within Unit #5

TEKS

Concept #1: Striking and Volleying

K.1F, K.2A, K.5A, K.7C, K.3B, K.4

Concept #2: Social Development

K.7A, K.7B, K.7C

Grading Period 3

Unit 6: Educational Dance and Gymnastics

Estimated Date Range: Jan 7 – Jan. 17

Unit Overview: In this unit, students will be introduced to activities that develop muscular strength and endurance. Students will use the gym procedures, spatial awareness skills and locomotor skills acquired in previous units to learn how to safely demonstrate basic dance and gymnastic movements in a variety of relationships. The students will participate in moderate to vigorous physical activity lessons.

Big Ideas:

- Developing muscular strength and endurance allows for successful participation in a variety of lifetime activities.
- Engaging in physical activities at a MVPA level improves cardiorespiratory endurance.
- Demonstrating a variety of relationships in dynamic situations allows for successful participation in physical activities outside of the physical education setting.
- Working cooperatively in a physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in a cooperative settings.

Essential Questions

- Why is it important to develop muscular strength and endurance?
- How does participating in moderate to vigorous physical activities improve health-related fitness?
- Why is it important to demonstrate a variety of relationships in dynamic movement situations such as dance and gymnastics?

- How do we interact with others in a physical education class?

Concepts within Unit #6	TEKS
Concept #1: Educational Dance	K.3D, K.3A, K.3E, K.2, K.1C, K.2B, K.3B, K.3C
Concept #2: Gymnastics	K.3D, K.3A, K.3E, K.2A, K.1G, K.1C, K.2B, K.3B, K.3C
Concept #3: Social Development	K.7A, K.7B, K.7C

Unit 7: Jumping and Landing

Estimated Date Range: Jan. 21 – Feb 7

Unit Overview: In this unit, students will be introduced to the terms jumping and landing. Students will learn how to properly jump and land. Students will participate in physical activity games that teach and reinforce jumping and landing skills.

Big Ideas:

- Jumping and landing engage the large muscles which allows for the development of gross motor coordination.
- Jumping and landing enhances the development of muscular strength and endurance.
- The ability to successfully perform jumping and landing will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why do students need to learn how to jump and land?
- How does jumping and landing improve physical performance?
- How do we interact with others in physical education class?

Concepts within Unit #7	TEKS
Concept #1: Jumping and landing	K.3D, K.1D, K.2A, K.3A, K.3B, K.4
Concept #2: Social Development	K.7A, K.7B, K.7C

Unit 8: Fitness Activities

Estimated Date Range: Feb. 10 – March 20

Unit Overview: In kindergarten, students will be introduced to basic fitness terms. Students will improve their social skills, fitness levels and motor skills through participation in physical activity. Students will participate in enjoyable activities that will promote participation in physically active life.

Big Ideas:

- Moderate to vigorous physical activity refers to the intensity of a person’s workout. A moderate intensity workout is described as a person being able to talk, but not sing due to the intensity of their workout. A vigorous intensity is described as person’s workout intensity being so hard, that you are unable to have a verbal conversation with peers.
- Participating in regular moderate to vigorous physical activity increase your heart rate and moves oxygen through your body. Some health benefits are losing weight, maintaining weight, reduced risk of cardiovascular disease, reduced risk for diabetes and stronger muscles and bones.
- It is recommended that a person participate in at least 75-150 minutes a week of moderate to vigorous physical activity each week.
- Setting personal fitness goals motivates students to work hard to get to a desired fitness level. Goals are a reminder of what you are working hard to achieve.

- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- How do I know I am participating in moderate to vigorous physical activity?
- Why should students participate in moderate to vigorous physical activity?
- How much moderate to vigorous physical activity should a person include into their life?
- Why do we set personal fitness goals?
- How do we interact with others in physical education class?

Concepts within Unit #8	TEKS
Concept #1: Fitness Activities	K.3B, K.2A, K.3A, K.4A, K.3C, K.1C
Concept #2: Social Development	K.7A, K.7B, K.7C

Grading Period 4

Unit 9: Dribbling and Passing

Estimated Date Range: March 23 – April 3

Unit Overview: In this unit, students will be introduced to the terms dribbling and passing. Students will participate in physical activity games that teach and reinforce dribbling and passing skills.

Big Ideas:

- Dribbling is used to keep possession of an object while traveling in personal or general space.
- Passing is used to send an object to an intended target.
- The ability to successfully dribble and pass with control will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why do students need to learn how to dribble and pass?
- How does dribbling and passing enhance playtime?
- How do we interact with others in physical education class?

Concepts within Unit #9	TEKS
Concept #1: Dribbling and Passing	K.4, K.1B, K.1H, K.3B
Concept #2: Social Development	K.7A, K.7B, K.7C

Unit 10: Cooperative and Recreational Games

Estimated Date Range: April 6 – May 21

Unit Overview: In this unit, students will participate in cooperative/recreational games that teach and reinforce cooperation with others. The student is expected to work in a group setting in cooperation with others. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.

Big Ideas:

- Engaging in a variety of cooperative and recreational games that allow for the participation in physical activities outside of the physical education setting to improve fitness.

- Selecting activities based on enjoyment allows for continued success and participating throughout the lifetime.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions

- Why should I participate in recreational games throughout my lifetime?
- Why is it important to select activities that I enjoy?
- How do we interact with others in physical education class?

Concepts within Unit #10	TEKS
Concept #1: Cooperative and Recreational Games	K.7B, K.1A, K.1F, K.3A, K.3B, K.3D, K.3E, K.5A, K.3B, K.5B
Concept #2: Social Development	K.7A, K.7B, K.7C