

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills.</p>	<p>-Demonstrate proper form while executing locomotor movements (using developmentally appropriate form).</p> <p>-Demonstrate proper form while executing non-locomotor movements (using developmentally appropriate form).</p> <p>-Respond and discuss cues that enhance the development of basic locomotor and non-locomotor skills.</p> <p>-Combine two or more locomotor and/or non-locomotor skills in a sequence.</p> <p>-Demonstrate locomotor/non-locomotor skills while manipulating objects.</p> <p>-Demonstrate balance</p>	<ul style="list-style-type: none"> • Provide a variety of activities that students work on locomotor skills: -hopping -galloping - running and jogging -sliding -skipping -jumping ; jumping and landing horizontal • Participates in activities that show a differentiation between jogging and sprinting. • Participates in a variety of tag games utilizing various locomotor skills. • Warm-up and cool-down activities utilizing various locomotor/non-locomotor and combinations of locomotor/non-locomotor activities. • Participating in a variety of gymnastic and tumbling activities. • Participating in a variety of fitness balance skills such as yoga poses. 	<p>Teacher Observation</p> <p>Checklist</p> <p>Common assessment</p>	<p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education - 2nd edition</u>. 2005</p> <p>PE Websites</p> <p>Posters Charts Bulletin Boards</p> <p>Pangrazi, Robert. <u>Lesson</u></p>

<p>19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills.</p>	<p>when performing basic skills.</p> <p>-Demonstrate proper form while executing selected manipulative skills (using developmentally appropriate form).</p> <p>-Respond and discuss cues that enhance the development of selected manipulative skills.</p>	<ul style="list-style-type: none"> • Participates in a variety of ball skills: <ul style="list-style-type: none"> - drops a ball and catches it before it bounces twice. -catches a large ball tossed by a skilled thrower. -dribbles a ball with 1 hand, attempting the second contact. -taps a ball using the inside of the foot, sending it forward. -kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. • Participates in a variety of striking skills: <ul style="list-style-type: none"> -volleys a light weight object (balloon), sending it upward. -strikes a light-weight object with a paddle or short-handled racket. • Participates in a variety of hula hoop activities. • Participating in a variety of jumping rope activities. <ul style="list-style-type: none"> -Executes a single jump with a self-turned rope. -Jumps a long rope with teacher-assisted turning. • Participating in a variety of rhythmic and dance activities. • Discuss and participate in manipulative skills: <ul style="list-style-type: none"> - drops a ball and catches it before it bounces twice. -catches a large ball tossed by a skilled thrower. -dribbles a ball with 1 hand, attempting the second contact. -taps a ball using the inside of the foot, sending it forward. -kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. -volleys a light weight object (balloon), sending it upward. -strikes a light-weight object with a paddle or short-handled racket. -hula hoop activities -jump rope activities. 	<p>Teacher Observation</p> <p>Checklist</p> <p>Common assessment</p>	<p>plans for <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>PE Websites</p> <p>Charts Posters Bulletin Boards</p> <p>Pangrazi, Robert. <u>Lesson</u></p>
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	<p>-Understand the differences between personal space and general space.</p> <p>-Demonstrate an awareness of others while moving in general and/or personal space.</p> <p>-Use vocabulary specific to activities, games, or sport.</p>	<ul style="list-style-type: none"> • Teach the students the difference between personal space and general space. • Participate in activities which will assist in understanding the differences in personal and general space: <ul style="list-style-type: none"> -Ball skills. -Fitness activities. -Hula-hoop activities. -Jump rope. -Parachute activities -Low organized games. -Tag games. • Participate in physical activities that cover general space and personal space. <ul style="list-style-type: none"> -Moves in personal space to a rhythm. • Discussion of vocabulary words. 	<p>Teacher Observation</p> <p>Checklist</p> <p>Common assessment</p>	<p>plans for <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>PE Websites</p> <p>Charts Posters Bulletin Boards</p>
<p>19.A.1b Participate daily in moderate to vigorous physical activity while performing basic movement patterns</p>	<p>-Identify physical activities/games that make the heart beat faster and increase the rate of breathing.</p> <p>-Participate in activities/games that make the heart beat faster and increase the rate of breathing.</p>	<ul style="list-style-type: none"> • Participating in a variety of activities that work on developing locomotor skills, while increasing the heart and breathing rate. • Participating in a variety of games, that varies the intensity of the heart and breathing rates. <ul style="list-style-type: none"> -Recognize that when you move fast, your heart beats faster and you breathe faster. • Participating in a variety of tag games/activities that work on increasing the heart and breathing rate. 	<p>Teacher Observation</p> <p>Oral review Checking for understanding</p> <p>Worksheet</p> <p>Common assessment</p>	<p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi,Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>Charts and/or Posters PE Websites</p>

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

B. Analyze various movement concepts and applications.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>19.B.1a Understand spatial awareness and relationships to objects and people</p>	<ul style="list-style-type: none"> -Identify personal space. -Demonstrate spatial awareness in personal and general space (directional, levels, and pathways). -Distinguish between moving behind, ahead of, next to, near to, over, under, on, through, beside. -Move accurately in various directions (behind, ahead of, next to, near to, over, under, on, through, beside) 	<ul style="list-style-type: none"> • Move in a variety of ways: alone, partner or groups to demonstrate the differences in personal and general space. • Participate in activities which will assist in understanding the differences in personal and general space: <ul style="list-style-type: none"> -Ball skills. -Fitness activities. -Hula-hoop activities. -Jump rope. -Parachute activities -Low organized games. -Tag games. • Participating in different rhythms, dance, tumbling, and gymnastics activities. • Participate in a variety of activities which continue to develop spatial awareness: <ul style="list-style-type: none"> -Including direction -Pathways: Travel in 3 different pathways -Levels -Relationship to others and objects -Dodging and fleeing activities. 	<p>Teacher Observation</p> <p>Oral review Checking for understanding</p> <p>Checklist</p> <p>Worksheet</p> <p>Common assessments</p>	<p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>PE Websites</p> <p>Charts Posters Bulletin Boards</p>
<p>19.B.1b Understand how to execute basic movement</p>	<p>-Relate activity-based movement skills to movement concepts using the qualities of</p>	<ul style="list-style-type: none"> • Participates in various activities that differentiate between fast and slow speeds. <ul style="list-style-type: none"> - locomotor skills -ball skills 		

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patterns.	movement such as speed and flow.	-parachute activities -rhythms and dance -hula hoop activities and jump rope activities		
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C. Demonstrate knowledge of rules, safety and strategies during physical activity.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
19.C.1a Demonstrate safe movement in physical activities.	<p>-Develop responsibility for safe movement practices.</p> <p>-Participate safely in physical activity by following rules and directions.</p> <p>-Work cooperatively and show respect with others during activity.</p> <p>-Discuss and/or explain the importance of warm-ups and cool down.</p>	<ul style="list-style-type: none"> Identify the differences in safe and unsafe practices and/or play in a variety of activities. Examples: <ul style="list-style-type: none"> -locomotor skills. -manipulatives. -tag games. -low organized games. -hula hoop activities -jump rope activities -scooters -parachute -rhythms and dance -gymnastics, tumbling, yoga -warm-ups and cool-downs -fitness activities Provide a variety of activities that the students work cooperatively and show respect to each other. Examples: <ul style="list-style-type: none"> -instant activities -low organized games -station work -tag games -cooperative activities Discuss the how and why to perform a variety of warm-up and cool-down activities safely. 	<p>Teacher Observation</p> <p>Oral review</p> <p>Checking for understanding</p> <p>Checklist</p> <p>Worksheet</p> <p>Common assessments</p>	<p>Pangrazi, Robert. Lesson plans for Dynamic Physical Education for Elementary School Children. Edition 15.</p> <p>Pangrazi, Robert. Dynamic Physical Education for Elementary School Children. Edition 15.</p> <p>Hopple, Christine. Teaching for Outcomes in Elementary Physical Education - 2nd edition. 2005</p> <p>PE Websites</p> <p>Charts</p> <p>Posters</p> <p>Bulletin Boards</p>

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	<p>-Follow guidelines for proper use of equipment and facilities for specific physical activities.</p> <p>-Identify safe and unsafe behaviors/practices.</p> <p>-Apply and/or follow class rules, procedures and safety practices.</p>	<ul style="list-style-type: none"> • Teach students the proper ways to use a variety of equipment for specific skills/game activities. • Discuss procedures (classroom rules/management) to perform various activities and consequences resulting in poor choices. 		
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State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>20.A.1a Identify characteristics of health-related and skill-related fitness (e.g., flexibility, muscular strength, balance)</p>	<p><i>Not at this level</i></p>			
<p>20.A.1b Engage in sustained physical activity that causes increased heart</p>	<p>-Demonstrate how to locate a pulse in the wrist or neck to measure heart rate.</p>	<ul style="list-style-type: none"> • Teach students the identifying body parts associated with feeling your heart rate. • Teach students how to identify pulse points. • Teach students how to identify and feel your heart rate. 	<p>Teacher observation</p> <p>Worksheet</p> <p>Oral review</p>	<p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p>

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<p>rate, muscle strength and range of movement</p>	<p>-Identify activities that will change your heart rate.</p> <p>-Discuss changes that take place in the body after physical activity.</p>	<ul style="list-style-type: none"> • Participate in a variety of activities where students can monitor heart rate. <ul style="list-style-type: none"> -Locomotor skills: walk, run, jog, hop, jump, skip, and gallop. -Low organized games. -Tag games. -Jump rope activities. -Rhythm and dance activities. -Relay activities. • Discussion of changes in heart rate after activity. <ul style="list-style-type: none"> -Example: Which activities cause greater changes in heart rate, walking or running? Standing or jumping? • Discuss what happens to the body before and after exercise. 	<p>Checking for understanding</p> <p>Quizzes</p> <p>Common Assessments</p>	<p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>PE Websites Health websites</p>
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State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

B. Assess individual fitness levels.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>20.B.1a Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing)</p>	<p><i>Not at this level</i></p>			

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

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Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
20.C.1a Identify a realistic health-related goal.	<i>Not at this level</i>			
<p>State Goal 21: Develop skills necessary to become a successful member of team by working with others during physical activity.</p> <p>A. Demonstrate personal responsibility during group physical activities.</p>				
Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>21A.1a Follow directions and class procedures while participating in physical activities.</p>	<ul style="list-style-type: none"> -Listen to class procedures during physical activity. -Follow directions when participating in physical activity. -Demonstrate and/or perform activities independently and cooperatively during physical activity. 	<ul style="list-style-type: none"> • Discussion of safety procedures for the day’s physical activities. (Example: no pushing or touching others while jogging, keep hands and feet to self) • Teach and discuss how to work cooperatively and safely with others during physical activity. (Demonstrate and explain how to do an activity the correct way and the incorrect way) • Discussion of the procedure for the day’s physical activity. (Example: run/jog 2 times around the gym) • Provide a variety of physical activities for students to work independently and cooperatively. <ul style="list-style-type: none"> -Locomotor and non-locomotor skills. -strength building activities (animal movements) -flexibility activities (stretching) -balance activities -ball skills -jump rope activities -hula hoop activities -parachute activities -scooter activities -manipulative activities -warm-up and cool-down activities. 	<p>Teacher observation</p> <p>Checklists</p> <p>Oral review</p> <p>Checking for understanding</p> <p>worksheet</p>	<p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education - 2nd edition</u>. 2005</p> <p>PE websites</p>

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	<p>-Discuss the benefits of having rules when participating in physical activity.</p> <p>-List/Identify the consequences of not following the class procedures and/or rules.</p>	<ul style="list-style-type: none"> • Discussion on the importance of the rules and why they are necessary. • Identify the difference between safe and unsafe practices when participating in physical activity. • Discuss the consequences for not following the class procedures and/or rules. (classroom management) • Recognize and reinforce positive behaviors. 		
<p>21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.</p>	<p><i>Not at this level</i></p>			
<p>21.A.1c Work independently on tasks for short periods of time.</p>	<p>-Respect the personal space of others when moving within individual self-space.</p> <p>-Demonstrate the ability to remain on task when participating in physical activity.</p>	<ul style="list-style-type: none"> • Discussion of personal space and general space. • Provide a variety of activities where the student works independently with other in partner and/or group environments. <ul style="list-style-type: none"> -Strength building activities including animal movements -Locomotor and non-locomotor movements. -Run/jog activities. -Relay activities and station work -Ball skills -Tag games -Rhythm and dance activities -Jump rope activities 	<p>Teacher observation</p> <p>Oral review</p> <p>Checking for understanding</p> <p>Checklists</p>	<p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine.</p>

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		<ul style="list-style-type: none"> -Hula hoop activities -Scooter activities -Parachute activities -Manipulative activities -Warm-up and cool-down activities 		<p><u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p>
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State Goal 21: Develop skills necessary to become a successful member of team by working with others during physical activity.

B. Demonstrate cooperative skills during structured group physical activity.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>21.B.1a Work cooperatively with another to accomplish an assigned task.</p>	<ul style="list-style-type: none"> -Listen to safe practices and/or behaviors for the day's structured physical activity. - Complete part(s) of a task when working with a partner or group. -Complete a task with a partner or group in a given amount of time during group physical activity. 	<ul style="list-style-type: none"> • Discussion on the safety procedures for the day's physical activities. • Allow students to work on a variety of activities demonstrating cooperative behaviors. <ul style="list-style-type: none"> -Run/jog activities with partner and/or group. -Strength building activities with partner/group. -Flexibility activities with partner/group. -Partner/group ball skills. -Partner/group dance and rhythmic activities. -Partner/group jump rope activities. -Partner/group hula hoop activities. -Partner/group gymnastics and balancing activities. • Provide signs or posters reviewing the procedures for the day's physical activities. • Recognize and reinforce positive behavior choices during physical activities. • Offer students the opportunity to practice skills within a 	<p>Teacher observation</p> <p>Checklist</p> <p>Oral review</p> <p>Checking for understanding</p>	<p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p>

specified amount of time (Example: use of timer, music increments, class period, set time determined by teacher).

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.A.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion)</p>	<p>-Recall and/or recognize the feelings and/or symptoms of sickness.</p>	<ul style="list-style-type: none"> • Discuss symptoms of certain illnesses. • Read and discuss <u>I Had a Bug in My Throat</u>, in health big book. -Ruby had a sore throat. 	<p>Oral review Checking for understanding</p>	<p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 3-Lesson 22: “I Had a Bug in My Throat,” p. 22.</p>
<p>22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing, flossing, eating practices, sleep, cleanliness)</p>	<p>-Recognize the importance of covering one's mouth and nose when sneezing or coughing. -Demonstrate how to avoid infecting others with germs. -Recognize the necessity of washing hands to prevent the transmission of germs. -Recognize the necessity of washing hands and stimulation of hand washing</p>	<ul style="list-style-type: none"> • Read and discuss <u>Germs, Germs, Germs</u> in health big book. -How to prevent the spread of germs. • Read and discuss <u>Scrub A Dub Dub</u> in health big book. -Demonstrate and describes proper hand-washing habits. • Teach students how to simulate the proper techniques for hand washing. -Demonstration -Poem or songs • Discuss how good hygiene can help prevent people from 	<p>Oral review Checking for understanding worksheet</p>	<p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 3-Lesson 23: “Germs, Germs, Germs,” p. 23.</p> <p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 1-Lesson 5: “Scrub A Dub Dub,” p. 5.</p> <p>PE websites Health websites</p>

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	<p>techniques.</p> <p>-Explain how good hygiene can prevent illness.</p> <p>-Discuss the importance of using one's own utensils (eating utensils, toothbrush, comb/brush).</p>	<p>getting sick.</p>		
<p>22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g. traffic, improper use of medicine and poisons, strangers)</p>	<p>-Explain the meaning of the colors red, yellow, and green on traffic lights.</p> <p>-Simulate personal response to fire situations (stop/drop/roll, don't open doors when hot doorknobs, etc).</p>	<ul style="list-style-type: none"> • Discuss the meaning of traffic light colors. • Participate in activities where green light means “go” and red light means “stop”. • Read and discuss <u>The Quick Creepy Crawl</u>, in health big book. -Demonstrate the stop, drop and roll technique in fire safety. • Discuss and demonstrate what to do in cause of fire, and/or if your clothes catch on fire. • Simulate the stop, drop and roll technique. 	<p>Teacher observation</p> <p>Oral review checking for understanding</p>	<p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 1-Lesson 10: “The Quick Creepy Crawl,” p. 10.</p>

State Goal 22: Understand principles of health promotion and the prevention and treatment or illness and injury.

B. Describe and explain the factors that influence health among individuals, groups, and communities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.B.1a Encourage and support others in making positive health choices</p>	<p>-Identify hygiene habits that are used daily to maintain or improve health.</p>	<ul style="list-style-type: none"> • Teach students different hygiene behaviors/choices that improve one’s health and safety. -Eating fruits and vegetables, getting enough sleep, brushing teeth daily, taking a shower/bath, washing hands, covering sneezes and/or coughs. 	<p>Teacher observation</p> <p>Oral review Checking for</p>	<p>PE Websites Health websites</p>

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<p>(e.g., eating practices, cleanliness, safety practices)</p>	<p>-Name the people within the school and/or community responsible for health-related services.</p>	<ul style="list-style-type: none"> • Read and discuss <u>Go, Go, Go</u> in health big book. -Discuss the connection between making healthy food choices and physical activity. • Read and discuss <u>Being Sick is Boring</u> in health big book. -Discuss the role of doctors, nurses, dentists and other health care professionals. • Read and discuss <u>Taking Care of Each Other</u> in health big book. -Define, discuss and provide examples of community health/health helpers. 	<p>understanding</p> <p>Worksheets</p> <p>Common assessments</p>	<p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 2-Lesson 15: “Go, Go, Go,” p. 15.</p> <p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 3-Lesson 21: “Being Sick Is Boring,” p. 21.</p> <p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 6-Lesson 33: “Taking Care of Each Other,” p. 33.</p>
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State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

C. Explain how the environment can affect health.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.C.1a Identify sources and causes of environmental health risks (e.g.,</p>	<p>-Identify elements of the environment that can become polluted. -Explain what it means</p>	<ul style="list-style-type: none"> • Read and discuss <u>Only One Earth</u>, in health big book. -Learn about pollution. -Learn how to take care of Earth by recycling 	<p>Teacher observation</p> <p>Oral review checking for</p>	<p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 6-Lesson 34: “Only One Earth,” p.</p>

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<p>air, soil, sun, water, noise, food, chemicals</p>	<p>to recycle. -Be aware of what pollution is. -Name something in the air that can affect personal health. -Name the three R's of saving the environment (reduce, reuse, and recycle). -Identify items that can be recycled.</p>	<ul style="list-style-type: none"> • Discuss what items can be recycled. 	<p>understanding worksheet</p>	<p>34. PE Websites Health Websites</p>
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State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

D. Describe how to advocate for the health of individuals, families, and communities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.D.1a Identify positive health choices and demonstrate ways to communicate individual</p>	<p>-Communicate your needs to teachers, staff and parents. -Identify positive health choices (washing hands,</p>	<ul style="list-style-type: none"> • Teach students ways to communicate to teachers in a positive manner. • Discuss positive health choices. • Provide activities that identify positive health choices. -low organized games -informational activities/games 	<p>Teacher observation Oral review checking for understanding</p>	

choices.	eating fruits/vegetables).	<ul style="list-style-type: none"> • Teach students positive health choices that improve one’s health and safety. -Eating fruits and vegetables, getting enough sleep, brushing teeth daily, taking a shower/bath, washing hands, covering sneezes and/or coughs. 		
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State Goal 23: Understand human body systems and factors that influence growth and development.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.A.1a Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes)</p>	<ul style="list-style-type: none"> -Identify basic body parts. -Position the eyes, ears, and nose correctly on a human being facsimile. -Explain the function of the body parts. -Locate the brain, heart, lungs, and stomach. 	<ul style="list-style-type: none"> • Provide students a variety of ways to identify basic body parts. -low organized games -rhythm and dance activities -informational activities -Cognitive activities: drawing/writing, puzzle, matching, models, charts, posters • Read and discuss <u>Busy Body</u>, in health big book. -Identify and describe the basic functions of the heart, lungs, brain, skin, ears, stomach and blood. • Teach students the basic body parts and functions of parts. 	<p>Teacher observation</p> <p>Checklist</p> <p>Oral review</p> <p>Checking for understanding</p> <p>Common assessments</p>	<p>Textbooks by Pangrazzi and Hopple.</p> <p>PE Websites</p> <p>Health Websites</p> <p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 2- Lesson 18: “Busy Body,” p. 18.</p>

State Goal 23: Understand human body systems and factors that influence growth and development.

B. Explain the effects of health-related actions of the body systems.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.B.1a Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise)</p>	<p>-Describe how germs can cause illness.</p> <p>-Identify healthy snacks.</p> <p>-Identify health behaviors that relate to personal hygiene, nutrition, and exercise.</p>	<ul style="list-style-type: none"> • Read and discuss <u>Germs, Germs, Germs</u> in health big book. -How to prevent the spread of germs. • Read and discuss <u>Family Fitness Fun</u>, in health big book. -Gives examples of good and poor health choices. 	<p>Teacher Observation</p> <p>Oral review Checking for understanding</p> <p>worksheet</p>	<p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 3- Lesson 23: “Germs, Germs, Germs,” p. 23.</p> <p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 1- Lesson 9: “Family Fitness Fun,” p. 9.</p>

State Goal 23: Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.C.1a Identify individual differences in growth and development among people.</p>	<p>-Discuss the value of practicing good health habits (sleep, nutrition, relationships).</p>	<ul style="list-style-type: none"> • Read and discuss <u>Go, Go, Go</u> in health big book. -Discuss the connection between making healthy food choices and physical activity. • Read and discuss <u>Big and Strong</u> in health big book. -Describe how a person grows (taller, stronger, bigger) and list the health habits that enhance growth. 	<p>Teacher observation</p> <p>Oral review checking for understanding</p> <p>Checklist</p>	<p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 2-Lesson 15: “Go, Go, Go,” p. 15.</p> <p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level:</p>

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	<p>-Demonstrate respect for others' feelings, rights and property.</p> <p>-Discuss how one's behavior has consequences.</p> <p>-Recognize basic emotions/feelings such as mad, sad, happy, frustrated, and afraid.</p> <p>-Use communication effectively to promote better interpersonal relations.</p>	<ul style="list-style-type: none"> • Provide a variety of activities where students can demonstrate respect and the ability to get along with each other. <ul style="list-style-type: none"> -Low organized games. -Partner/small group activities. -Rhythms and dance activities. -Tumbling and gymnastics activities. -Ball skills -Locomotor and non-locomotor skill activities. • Discuss classroom rules and consequences. • Read and discuss <u>Sad, Mad, Glad</u> in health big book. <ul style="list-style-type: none"> -Identify feelings in oneself and others. • Read and Discuss <u>The Family Meeting</u>, in health big book. <ul style="list-style-type: none"> -List ways families can have fun together. -Identify and discuss different family roles and responsibilities, including those that relate to health promotion and disease prevention. 	Worksheet	<p>Big Book, Unit 3-Lesson 17: "Big and Strong," p. 17.</p> <p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 4-Lesson 26: "Sad, Mad, Glad," p. 26.</p> <p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 4-Lesson 25: "The Family Meeting," p. 25.</p>
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State Goal 23: Understand human body systems and factors that influence growth and development.

D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.D.1a Locate and identify basic parts of the brain.</p>	<p>-Locate the brain in the body and identify basic parts of the brain.</p>	<ul style="list-style-type: none"> • Teach students where to locate the brain and what the brain does. <ul style="list-style-type: none"> -Informational charts and/or posters -Technology -Songs and/or poems 	<p>Teacher observation</p> <p>Oral Review checking for understanding.</p>	<p>PE websites</p> <p>Health websites</p>

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving difference and preventing conflict.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)</p>	<p>-Discuss good and bad behaviors. -Define the word "choice".</p>	<ul style="list-style-type: none"> • Teach students different ways to communicate with each other. Give examples of positive and negative behaviors. • Teach students different ways on how to solve problems. • Teach students the rules for physical education class and consequences. (classroom management) • Teach students what the word “choice” means. -the act of choosing or selecting. • Recognize and reinforce positive behaviors. 	<p>Teacher observation Oral review checking for understanding Checklist</p>	
<p>24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening)</p>	<p>-Recognize when to ask an adult for help. -Identify good communication skills.</p>	<ul style="list-style-type: none"> • Read and discuss <u>The Lion and the Deer</u>, in health big book. -Discusses how to show respect for others (e.g. family members, teachers, and friends). • Teach students when to ask for adult help. • Discuss positive verbal and nonverbal communication skills choices. -Encouraging words (e.g. “good job”, “way to go”, “great job”, “awesome”). -Nonverbal (e.g. thumbs up, clapping, smiling, high five) • Recognize and reinforce positive behaviors. 	<p>Teacher observation Oral review Checking for understanding worksheet</p>	<p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 4- Lesson 27: “The Lion and the Deer,” p. 27.</p>

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>24.B.1a Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease)</p>	<p>-Remember to wash hands at appropriate times and correct ways.</p> <p>-Give examples of good and poor health choices.</p> <p>-Discuss consequences for poor health choices.</p>	<ul style="list-style-type: none"> • Read and discuss story, <u>Scrub A Dub Dub</u>, in health textbook. -Describe and demonstrate proper hand-washing habits. 	<p>Teacher observation</p> <p>Oral review Checking for understanding</p>	<p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 1-Lesson 5: “Scrub A Dub Dub,” p. 5.</p>

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>24.C.1a Demonstrate basic refusal skills (e.g., “Just say No,” “Stranger Danger”)</p>	<ul style="list-style-type: none"> - Explain the role of the fire fighters and police officers. - Know appropriate authority figures to contact in a dangerous or uncomfortable situation. -Identify when you may need emergency medical assistance. -Discuss who strangers are and why one should be cautious around them. - Discuss ways to behave around strangers. -Define 'good touch' and 'bad touch' 	<ul style="list-style-type: none"> • Discuss the roles of fire fighters and police officers. • Read and discuss <u>Taking Care of Each Other</u>, in health big book. <ul style="list-style-type: none"> - Define, discuss and provide examples of community health/health helpers. • Read and discuss <u>Who’s A Stranger</u>, in health big book. <ul style="list-style-type: none"> -Identify two ways to be safe from strangers • Read and discuss <u>Do Not Be Tricked</u>, in health big book. <ul style="list-style-type: none"> -Explain the difference between safe and unsafe behaviors. -Understand and describe inappropriate touch and name at least one way to say no. • Teach and discuss the Child Lures Prevention Think First and Stay Safe School Program. www.childluresprevention.com/downloads 	<p>Teacher observation</p> <p>Oral review Checking for understanding</p>	<p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 6-Lesson 33: “Taking Care of Each Other,” p. 33.</p> <p>PE Websites Health Websites</p> <p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 1-Lesson 2: “Who’s A Stranger,” p. 2.</p> <p><u>WOW! Ruby Discovers the World of Wellness.</u> Kindergarten. Red level: Big Book, Unit 1-Lesson 11: “Do Not Be Tricked,” p. 11.</p>