

**COLUMBIA BOROUGH SCHOOL DISTRICT  
CURRICULUM**

**Course/Subject Title:** Physical Education  
**Grade Level:** Kindergarten  
**Content Area:** Physical Education

**State Standard Correlation:** 10.5.3

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement
<p>Student will be competent in many movement activities.</p> <ul style="list-style-type: none"> <li>• Travel in different ways in a large group without bumping others or falling</li> <li>• Balance while bending, twisting, stretching</li> <li>• Know/demonstrate personal space and its importance</li> <li>• Strike a stationary ball with parts of the body</li> <li>• Walk and run using proper form</li> </ul>	<p style="text-align: center;">E</p>	<ul style="list-style-type: none"> <li>• A variety of locomotor activities</li> <li>• Walk, run, jump, gallop, slide, and hop safely through space – Ex. Follow the leader – tag</li> <li>• Exploratory activities – Ex. toss/catch, strike, kick in own space</li> <li>• Perform balance skills – Ex. – animal walk, Simon Says, creative moves to music</li> <li>• Play “Bump, I’m Sorry” game</li> </ul>	<p>Teacher Observation/Evaluation</p> <p>Advanced – The student is able to execute all movement activities using appropriate form and balance in a dynamic setting.</p> <p>Proficient – The student is able to execute all movement activities using appropriate form and balance in isolation.</p> <p>Basic – The student is able to execute movement activities with some form and balance in isolation.</p>	

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	<ul style="list-style-type: none"> <li>• Roll with control and with continuous motion</li> <li>• Self toss a ball and catch it before it bounces twice</li> </ul>	E	Ex. Log roll Pencil Roll on mat  Ex. Kindergarten 4-square	

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<p>Student will be able to understand how and why one moves in a variety of situations and will use this information to enhance his/her skills.</p>	<ul style="list-style-type: none"> <li>• Identify parts of the body and their location – arms, legs, hands, knees, and waist.</li> <li>• Identify fundamental movement patterns.</li> <li>• Identify and begin to use the technique employed to soften landing/jumping</li> </ul>	<p style="text-align: center;">C  I  E</p>	<ul style="list-style-type: none"> <li>• Students will explain and demonstrate the skills they will use to complete an obstacle course with various movements.                      Ex. Crawl on knees,                      Weave through cones,                      Jump over hula hoop,                      Land on mat,                      Run fast between each obstacle,                      Slow down when climbing rope</li> </ul>	<p>Teacher Observation/Evaluation</p> <p>Advanced – The student is able to recognize the critical elements of movement in a variety of situations and is able to apply these elements to enhance his/her skills.</p> <p>Proficient – The student understands the critical elements of movement in a variety of situations and can explain how it would enhance his/her skills.</p> <p>Basic – The student understands the critical elements of movement in a variety of situations.</p>

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**State Standard Correlation: 10.4.3**

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement
<p>Student will be able to demonstrate a health-enhancing level of physical fitness and understand that it provides opportunity for enjoyment, challenge, and self-expression.</p> <p>10.4.3</p>	<ul style="list-style-type: none"> <li>• Recognize that exercise is good for one's health.</li> <li>• Sustain moderate to vigorous physical activity.</li> <li>• Identify nutritious foods.</li> </ul> <p>Ex. food guide pyramid relay categorize food types</p>	<p>C</p> <p>E</p> <p>I</p>	<ul style="list-style-type: none"> <li>• Participate in a variety of activities that require varying degrees of physical exertion, which are vigorous and increase breathing and heart rate.</li> </ul> <p>Ex. President's Fitness Challenge Program. Relay races 1/4 mile run Continuous arm circles, jumping, hopping, and other locomotor patterns.</p>	<p>Teacher Observation/Evaluation</p> <p>Advanced – The student is able to recognize and incorporate personal health-enhancing physical fitness levels; and can identify and apply its value in one's life.</p> <p>Proficient – The student is able to recognize and explain personal health-enhancing physical fitness levels and can identify its value in one's life.</p> <p>Basic – The student is able to recognize personal health-enhancing physical fitness levels and can identify its value in one's life.</p>

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**State Standard Correlation:** 10.4.3

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement
<ul style="list-style-type: none"> <li>• Participate in regular physical activity.</li> <li>• Try new movement activities.</li> <li>• Identify feelings that result from participation in physical activities.</li> </ul>	<p>E</p> <p>I</p> <p>I</p>	<ul style="list-style-type: none"> <li>• Wide variety of traditional, non-traditional, and creative movement, experience. Ex. dance</li> <li>• Try unique equipment and innovative challenges, which expand experience. Ex. scarves</li> <li>• Students' express feelings regarding these new activities. Ex. Art Discussion Role play</li> </ul>	<p>Teacher Observation/Evaluation</p>	



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<ul style="list-style-type: none"> <li>Participate without interfering with others.</li> <li>Take turns using a piece of equipment with teacher prompt.</li> <li>Transfer rules of physical education to recess on playground.</li> <li>Interact with peers without regard for personal differences Ex. race, gender, disability.</li> </ul>	<ul style="list-style-type: none"> <li>Participate without interfering with others.</li> <li>Take turns using a piece of equipment with teacher prompt.</li> <li>Transfer rules of physical education to recess on playground.</li> <li>Interact with peers without regard for personal differences Ex. race, gender, disability.</li> </ul>	<p align="center">E  E  I  E</p>	<ul style="list-style-type: none"> <li>Discuss/show what sharing looks like (role play) and why it is important.</li> <li>Student demonstrates one way in which they can share space and equipment with others. Ex. bean bag, counting, race</li> <li>“Train Game” to practice finding open spaces without getting in others space.</li> </ul>	<p align="center">Teacher Observation/Evaluation</p>

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Student will be able to understand the interrelationship between history and culture and games, sports, play and dance.	<ul style="list-style-type: none"> <li>• Describe what is done/happens in physical education class.</li> <li>• Identify games they have played with family/friends.</li> <li>• Describe time and location for physical activity.</li> <li>• Move creatively to culturally diverse music.</li> </ul>	<p style="text-align: center;">C</p> <p style="text-align: center;">I</p> <p style="text-align: center;">I</p> <p style="text-align: center;">I</p>	<ul style="list-style-type: none"> <li>• Ask students to describe previous physical education class activity – circle game.</li> <li>• Have students share a game, dance, activity they have done with family, friends. Ex. hopscotch, bike riding.</li> <li>• Discuss where/when physical activities take place – Ex. early morning runners, Mon. night football, and afternoon sport events at school.</li> <li>• Students learn dances – Hawaiian dance, Native American dance, country-line dance.</li> </ul>	<p>Teacher Observation/Evaluation</p> <p>Advanced – The student is able to explain and apply relationships between physical activity, cultures, and history.</p> <p>Proficient – The student is able to explain most of the relationships between physical activities, culture, and history.</p> <p>Basic – The student is able to explain some of the relationships between physical activity, culture, and history.</p>