

## Souderton Area School District Kindergarten Wellness Overview

### Course Description

Kindergarten students are introduced to basic locomotor and nonlocomotor skills and concepts. Students observe changes that occur to the body as a result of physical activity. They explore spatial awareness concepts including personal and shared space. Expectations, routines, and procedures are established during the year as students interact positively with classmates and their instructor in a physical activity setting.

### Effective Components of Kindergarten Wellness Education

- Kindergarten students receive 40 minutes of instruction every other cycle (22 cycles per year).
- All students receive wellness education.
- Sessions are crafted to maximize participation in a safe environment.
- Positive, specific, and corrective feedback is provided by certified instructors.
- Program fosters physical, cognitive, and social development through developmentally-appropriate, sequential lessons.
- The ability to achieve success is present for all students, regardless of ability.
- Purposeful activity is promoted for all students in pursuit of lifelong wellness.
- Students earn separate effort and competency grades.

### Kindergarten Wellness Education Key Skills and Concepts

Walk	Personal Space	Forward
Jog	Shared Space	Backward
Hop	Heart Rate	Sideways
Jump	Safety	Rhythm
Muscles	Flexibility	Cooperation
Consideration	Start and Stop	

### Assessment

- |  |   |
|--|---|
| <input type="checkbox"/> Observation       | <input type="checkbox"/> Self Evaluation  |
| <input type="checkbox"/> Participation     | <input type="checkbox"/> Peer Assessment  |
| <input type="checkbox"/> Performance Tasks | <input type="checkbox"/> Checklists       |
| <input type="checkbox"/> Portfolios        | <input type="checkbox"/> Growth Over Time |
| <input type="checkbox"/> Quizzes           | <input type="checkbox"/> SLO Achievement  |

### Essential Questions

Why is motor skill development essential during childhood?

How do movement concepts affect physical activity?

What changes happen to the body as a result of exercise?

What does consideration for and cooperation with others look like in the gymnasium?

Can I use the skills, concepts, and activities learned in class beyond the gymnasium?

### Alignment to the Common Core

**Reading for literature:** key ideas and details

**Reading Informational text:** key ideas and detail; craft and structure; integration of knowledge and ideas; range of reading and level of text complexity

**Foundational Reading Skills:** phonics and word recognition

**Speaking and Listening:** comprehension and collaboration; presentation of knowledge and ideas

**Language:** vocabulary acquisition and use.

## National Physical Education Content Standards and Kindergarten Essential Learning

### Mission

[SHAPE America's](#) mission is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs.

### Vision

SHAPE America envisions a society in which all individuals are physically educated and participate in lifelong physical activity.

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

#### To meet this standard, a kindergarten student will:

- Demonstrate various grade-appropriate locomotor movements.
- Demonstrate various grade-appropriate non-locomotor movements.
- Demonstrate various grade-appropriate manipulative skills.

**Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

#### To meet this standard, a kindergarten student will:

- Demonstrate grade-appropriate movement concepts.

**Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

#### To meet this standard, a kindergarten student will:

- Demonstrate grade-appropriate physical activity knowledge.
- Engage in grade-appropriate physical activity.
- Demonstrates grade-appropriate fitness knowledge.
- Demonstrate grade-appropriate nutrition knowledge.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

#### To meet this standard, a kindergarten student will:

- Demonstrate understanding of personal responsibility.
- Demonstrate acceptance of feedback
- Demonstrate ability to work with others
- Demonstrate understanding of rules and etiquette.
- Demonstrate understanding of safety concepts.

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#### To meet this standard, a kindergarten student will:

- Demonstrate understanding of health impact of physical activity.
- Recognize the challenge of physical activity.
- Reflect on self-expression/enjoyment of physical activity.

## Targeted Pennsylvania Academic Standards for Health, Safety, and Physical Education

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth and twelfth grade. The standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The Standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill. School entities will use these standards to develop local school curriculum and assessments that will meet the needs of the students.

### 10.1.3 Concepts of Health

B. Identify and know the location and function of the major body organs and system (circulatory system).

### 10.2.3 Healthful Living

D. Identify the steps in a decision-making process.

### 10.3.3 Safety and Injury Prevention

A. Recognize safe/unsafe practices in the home, school and community (general, outdoor, safe around people).  
 C. Recognize conflict situations and identify strategies to avoid or resolve.  
 D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

### 10.4.3 Physical Activity

A. Identify and engage in physical activities that promote physical fitness and health.  
 B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.  
 C. Know and recognize changes in body responses during moderate to vigorous physical activity (heart rate).  
 D. Identify likes and dislikes related to participation in physical activities.  
 E. Identify reasons why regular participation in physical activities improves motor skills.  
 F. Recognize positive and negative interactions of small group activities (roles, cooperation/sharing, on task).

### 10.5 Concepts, Principles, and Strategies of Movement

A. Recognize and use basic movement skills and concepts  
 B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.  
 C. Know the function of practice  
 D. Identify and use the principles of exercise to improve movement and fitness activities.  
 E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.  
 F. Recognize and describe game strategies using appropriate vocabulary.

**Common Core Alignment****Reading for Literature****Focus Standard: Key Ideas and Details**

Identify characters; describe them and major events/challenges in a story.

**Reading Informational Text****Focus Standard: Key Ideas and Details**

Ask and answer sample questions about key details in a text (e.g., who, what, when, where, why, and how).

**Focus Standard: Craft and Structure**

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Know and use various text features (e.g., captions, icons, etc.). Use illustrations/images in a text to gather information about key ideas.

**Focus Standard: Integration of Knowledge and Ideas**

Understand the relationship between text and illustrations. Use illustrations to describe key ideas.

**Focus Standard: Range of Reading and Level of Text Complexity**

Read and comprehend informational texts appropriately complex for student grade level.

**Foundational Reading Skills****Focus Standard: Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy to support comprehension

**Common Core Alignment**

**Speaking and Listening**

**Focus Standard: Comprehension and Collaboration**

Participate in collaborative conversations with diverse patterns about grade-level topics with peers and adults in small and large groups. Ask and answer questions about key details in information presented orally.

**Language Standards**

**Focus Standard: Vocabulary Acquisition and Use**

Acquire and use accurately grade-appropriate domain-specific words and phrases that are basic to a particular topic.

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 1

*The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.*

#### Enduring Understanding

Fundamental movement skills and concepts need to be developed during childhood.

#### Essential Question

Why is motor skill and movement pattern development essential during childhood?

### Essential Learnings

<b>1</b>	<b>Demonstrates grade-appropriate locomotor movements</b>
	Performs locomotor skills (walk, jog, hop, jump) while maintaining balance.
	Performs jumping/landing actions with balance.
	Performs locomotor skills in response to teacher-led creative dance.
<b>2</b>	<b>Demonstrates grade-appropriate non locomotor movements</b>
	Maintains momentary stillness on different bases of support.
	Forms wide, narrow, curled, and twisted body shapes.
	Rolls sideways in a narrow body shape.
<b>3</b>	<b>Demonstrates grade-appropriate manipulative skills</b>
	Throws underhand, attempting with opposite foot forward.
	Drops a ball and catches it before it bounces twice.

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## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 1

*The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.*

3	Demonstrates grade-appropriate manipulative skills (continued)
	Catches a large ball tossed by a skilled thrower.
	Dribbles a ball with one hand, attempting the second contact.
	Taps a ball with the inside part of the foot, sending it forward.
	Kicks a stationary ball from a stationary position.
	Strikes a balloon, sending it upward.
	Executes a single jump with a self-turned rope.

**Key Academic Vocabulary:** walk, jog, hop, jump, balance; land; wide, narrow; twist, throw, catch, underhand, dribble, kick, strike

## Teaching for Understanding

### Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
2	Demonstrates grade-appropriate non locomotor movements
3	Demonstrates grade-appropriate manipulative skills

### Learning Activities

Walking form	Walking on line	Jumping and landing	Rhythmic patterns
Hopping and landing	Animal movements	Speed Stacking Activities	Balance activities
Movement maps	Crazy Cones	Hot Spots	Motor Square
Traffic Tag	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic

### Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 2

*The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.*

#### Enduring Understanding

The ability to apply movement concepts to physical activity allows for a broader range of activity selection.

#### Essential Question

How do movement concepts affect physical activity?

## Essential Learnings

4	Demonstrates grade-appropriate movement concepts
	Differentiates between movement in personal (self) space, and general (shared) space.
	Moves in personal space to a rhythm.
	Travels in 3 different pathways.
	Travels in general space with different speeds.

**Key Academic Vocabulary:** personal (self) space, general (shared) space; rhythm; pathway; speed

## Teaching for Understanding

### Essential Learnings

4	Demonstrates grade-appropriate movement concepts
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### Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Red-Light, Green-Light	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Floor spot activities	Motor Square	Children's dances	Speed Stacking activities
Personal space concepts	Shared space concepts		

### Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 3

*The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

#### Enduring Understanding

When your body works harder, it gets stronger.  
Strong muscles are needed to maintain good health.

#### Essential Questions

What changes happen to the body during physical activity?

## Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
	Identifies active play opportunities that could be done outside wellness class.
	Actively participates in wellness class.
	Recognizes that when you move fast, your heart beats faster and you breathe faster.
	Recognizes that food provides energy for physical activity.

**Key Academic Vocabulary:** actively; heart beat, breathe; energy, food-as-energy

## Teaching for Understanding

### Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
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### Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Traffic Tag	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Beanbag strength activities	Heart rate checks	Flexibility poses	Speed Stacking activities
Personal space concepts	Shared space concepts	Children's dances	

### Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 4

*The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

#### Enduring Understanding

It is important to exhibit consideration for, and work cooperatively with others during instruction in the gym

#### Essential Questions

What does consideration for and cooperation with others look like in the gymnasium?

## Essential Learnings

6	Demonstrates understanding of personal responsibility
	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).
	Acknowledges responsibility for behavior when prompted.
7	Demonstrates acceptance of feedback
	Follows instruction/directions when prompted.
8	Demonstrates ability to work with others
	Shares equipment and space with others.
9	Demonstrates understanding of rules and etiquette
	Recognizes the established protocol for class activities.
10	Demonstrates understanding of safety concepts
	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

**Key Academic Vocabulary:** safe; taking turns; responsibility; follow directions; share, respect

## Teaching for Understanding

### Essential Learnings

6	Demonstrates understanding of personal responsibility
7	Demonstrates acceptance of feedback
8	Demonstrates ability to work with others
9	Demonstrates understanding of rules and etiquette
10	Demonstrates understanding of safety concepts

### Learning Activities

Animal movements	Movement maps	Children's dances	Creative movements
Alphabet shapes	Children's books	Shared space concepts	Personal space concepts
Red-Light, Green-Light	Low-organized games	Mirroring	Playground games
Speed Stacking activities	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Motor Square			

### Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 5

*The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.*

#### Enduring Understanding

It is recommended by various health organizations that children do 60 minutes of moderate to vigorous physical activity on a daily basis.

#### Essential Questions

Can I use the skills, concepts, and activities learned in the gym beyond the school day?

## Essential Learnings

11	Demonstrates understanding of health impact of physical activity
	Recognizes that physical activity is important for good health.
12	Recognizes the challenge of physical activity
	Acknowledges that some physical activities are challenging/difficult.
13	Reflects on self-expression/enjoyment of physical activity
	Identifies physical activities that are enjoyable.
	Discusses the enjoyment of playing with friends.

**Key Academic Vocabulary:** good health; challenging/difficult; enjoyable

## Teaching for Understanding

### Essential Learnings

11	Demonstrates understanding of health impact of physical activity
12	Recognizes the challenge of physical activity
13	Reflects on self-expression/enjoyment of physical activity

### Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Red-Light, Green-Light	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Personal space concepts	Shared space concepts	Children's dances	Heart rate checks
Breathing rate checks	Perspiration rate checks	Flexibility poses	Beanbag strength activities

### Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Suggested Timeline

Topic	Suggested Timeframe
Starting and stopping on cue; personal and shared space; heart-rate check; safety	1 class introduction: beginning of school year; developed throughout school year
Proper walking technique	1 class: beginning of school year
Body responses to exercise	1 class introduction: beginning of school year; developed throughout school year
Walking on a line or balance beam	2 classes developed throughout school year
Levels, pathways, speed	2 class introduction; developed throughout school year
Animal movements	1 class introduction; developed throughout school year
Rhythmic patterns	2 classes developed throughout school year
Appropriate conflict resolution	1 class introduction; developed throughout school year
Sharing turns, equipment	1 class introduction; developed throughout school year
Hopping, jumping, jogging	1 class introduction; developed throughout school year
Muscular strength, endurance, and flexibility exercises	1 class introduction; developed throughout school year
Review and reinforce kindergarten topics as necessary	5 classes
Teacher's choice of standards-driven activities	3 classes

**Assessment**

Evidence of Learning

**Assessment Focus**

Basic Locomotor Movement Skills: Walk, Jog, Hop, Jump

**Rubric**

<b>S</b>	Consistently demonstrates 4 targeted locomotor skills.
	Able to demonstrate critical elements for each skill.
	Able to demonstrate skills in a variety of activity settings.
<b>P</b>	Consistently demonstrates 2 or 3 targeted locomotor skills.
	Able to demonstrate critical elements for the skills.
	Able to demonstrate skills in a variety of activity settings.
<b>N</b>	Inconsistently demonstrates targeted locomotor skills.
	Able to demonstrate critical elements for some skills.
	Able to demonstrate skills in a variety of activity settings.

**Assessment Strategy**

- Teacher Observation
- Participation
- Locomotor Movement Checklist

**Assessment**

Evidence of Learning

**Assessment Focus**

Basic Manipulative Skills: Underhand Throw, Catch (self-dropped and from skilled thrower), Hand Dribble, Kick, Strike

**Rubric**

<b>S</b>	Consistently demonstrates 5 or 6 targeted manipulative skills.
	Able to demonstrate critical elements for each skill.
	Able to demonstrate skills in a variety of activity settings.
<b>P</b>	Consistently demonstrates 3 or 4 targeted manipulative skills.
	Able to demonstrate critical elements for the skills.
	Able to demonstrate skills in a variety of activity settings.
<b>N</b>	Inconsistently demonstrates targeted manipulative skills.
	Able to demonstrate critical elements for some skills.
	Able to demonstrate skills in a variety of activity settings.

**Assessment Strategy**

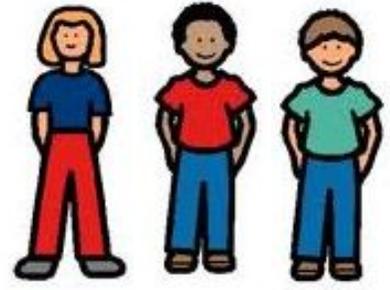
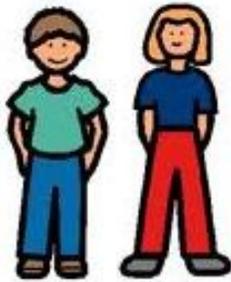
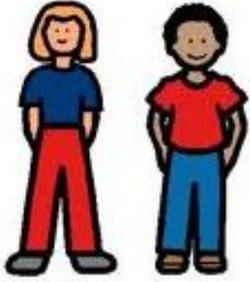
- Teacher Observation
- Participation
- Manipulative Skills Checklist

# Personal and General Space Assessment

Name: \_\_\_\_\_

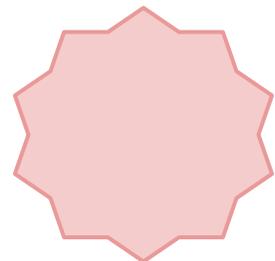
Room: \_\_\_\_\_

**Directions:** Circle the kids who are in their own personal space and ready to do jumping jacks.



## Rubric

- S** 6 correct
- P** 4-5 correct
- N** 0-3 correct



**Your Score**