

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Kindergarten

Subject: Physical Education

Adoption Date: 4/1/14

Revision Date: 4/4/2022

|                         | MP1  | MP2   | MP3   | MP4   |
|-------------------------|--|---|---|---|
| Pacing Guide            | 1. Can I apply rules to make games safer and more fun? (3 weeks)<br>2. Do I understand the benefits of running properly? (3 weeks)<br>3. Can I evaluate strategies for completing an obstacle course successfully? (3 weeks) | 1. Can you demonstrate moving in different directions? (3 weeks)<br>2. How does personal space compare/contrast with public space? (3 weeks)<br>3. Can you give an example of why balance is important during game? (3 weeks) | 1. Can I demonstrate the different ways to throw an object? (3 weeks)<br>2. Can you determine the most effective way to throw an object at a target? (3 weeks)<br>3. How does knowing how to catch an object make a game more safe and fun? (3 weeks) | 1. Do I understand the benefits of knowing the most effective tools to strike an object? (3 weeks)<br>2. Can you determine the most effective tool to strike an object? (3 weeks)<br>3. How does knowing the most effective tool to strike an object make a game more safe and fun? (3 weeks) |
| Instructional Materials | Balls, Hula Hoops, Cones, Mats, Tunnels, Beanbags, Bowling pins, Balance beams, Plyo Spots   | Scarves, Bean bags, Balls, Plyo Spots, Rackets, Hula Hoops, Jump ropes, Scooters, Balance beams, Parachutes   | Scarves, Bean bags, Balls, Frisbees, Balloons, Baskets, Receptacles, Hula Hoops, Nets   | Paddle, Balls, Tees, Bats, Rackets, Bowling Pins, Plyo Spots, Bases, Nets   |
| Activities              | <b>One:</b> Class rules, Game rules, Animal Walks<br><b>Two:</b> Sharks & Minnows, Duck/Duck,/Goose, Relays<br><b>Three:</b> Obstacle Courses  | <b>One:</b> Red light/Green light, Follow the leader, Simon Says, PacMan<br><b>Two:</b> Parachute, Scooters, Jump rope, Hula Hoops<br><b>Three:</b> Body poses, Balance beam, HopScotch                                       | <b>One:</b> Self toss, Wall toss, partner toss, Floor and receptacle toss<br><b>Two:</b> Basketball (modified)<br><b>Three:</b> Newcomb, Sky Ball, Hot Potato, Pass the trash   | <b>One:</b> Modified Kickball, Soccer, and Run the bases<br><b>Two:</b> Tee ball, Bowling, Pinball<br><b>Three:</b> Paddle,   |
| Standards               | <b>Activity One:</b> 2.5.2.A.1,  | <b>Activity One:</b> 2.5.2.A.1,   | <b>Activity One:</b> 2.5.2.A.1,   | <b>Activity One:</b> 2.5.2.A.1,   |

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|                                  | 2.5.2.A.2, 2.5.2.A.3<br><b>Activity Two:</b> 2.5.2.B.1, 2.5.2.B.2, 2.5.2.C.1<br><b>Activity Three:</b> 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3  | 2.5.2.A.2, 2.5.2.A.3<br><b>Activity Two:</b> 2.5.2.B.1, 2.5.2.B.2, 2.5.2.C.1<br><b>Activity Three:</b> 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3  | 2.5.2.A.2, 2.5.2.A.3<br><b>Activity Two:</b> 2.5.2.B.1, 2.5.2.B.2, 2.5.2.C.1<br><b>Activity Three:</b> 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3  | 2.5.2.A.2, 2.5.2.A.3<br><b>Activity Two:</b> 2.5.2.B.1, 2.5.2.B.2, 2.5.2.C.1<br><b>Activity Three:</b> 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3  |
| Accommodations and Modifications | <b>English language learners:</b> assign a buddy, same language or English speaking<br><br><b>At Risk of School Failure:</b> Provide parents with more frequent performance updates (daily/weekly)<br><br><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students.<br><br><b>Students with 504 plans:</b> Students with hearing, visual, cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.<br><br><b>Special Education:</b> Provide students extra time on task, repeated directions, one on one coaching. | <b>English language learners:</b> assign a buddy, same language or English speaking<br><br><b>At Risk of School Failure:</b> Provide parents with more frequent performance updates (daily/weekly)<br><br><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students.<br><br><b>Students with 504 plans:</b> Students with hearing, visual, cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.<br><br><b>Special Education:</b> Provide students extra time on task, repeated directions, one on one coaching. | <b>English language learners:</b> assign a buddy, same language or English speaking<br><br><b>At Risk of School Failure:</b> Provide parents with more frequent performance updates (daily/weekly)<br><br><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students.<br><br><b>Students with 504 plans:</b> Students with hearing, visual, cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.<br><br><b>Special Education:</b> Provide students extra time on task, repeated directions, one on one coaching. | <b>English language learners:</b> assign a buddy, same language or English speaking<br><br><b>At Risk of School Failure:</b> Provide parents with more frequent performance updates (daily/weekly)<br><br><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students.<br><br><b>Students with 504 plans:</b> Students with hearing, visual, cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.<br><br><b>Special Education:</b> Provide students extra time on task, repeated directions, one on one coaching. |
| Interdisciplinary Connections    | <b>Activity One:</b><br>Animal Walks (Science)<br><b>Activity Two:</b><br>Obstacle Course (Math)  | <b>Activity One:</b><br>Body Poses (Science)<br><b>Activity Two:</b><br>Relays (Math)   | <b>Activity One:</b><br>Bowling (Math)<br><b>Activity Two:</b><br>Tossing (Science)   | <b>Activity One:</b><br>Kickball (Science)<br><b>Activity Two:</b><br>Run the Bases (Math)  |
| Assessments                      | <b>Benchmark</b><br>Teacher made assessments<br><br><b>Formative Assessment-</b><br>Teacher Observations  | <b>Benchmark</b><br>Teacher made assessments<br><br><b>Formative Assessment-</b><br>Teacher Observations  | <b>Benchmark</b><br>Teacher made assessments<br><br><b>Formative Assessment-</b><br>Teacher Observations  | <b>Benchmark</b><br>Teacher made assessments<br><br><b>Formative Assessment-</b><br>Teacher Observations  |

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|   | <p>Class Participation<br/>Skill Rubric<br/>Question &amp; Answer</p> <p><b>Summative</b><br/>Teacher Observations</p>           | <p>Class Participation<br/>Skill Rubric<br/>Question &amp; Answer</p> <p><b>Summative</b><br/>Teacher Observations</p> | <p>Class Participation<br/>Skill Rubric<br/>Question &amp; Answer</p> <p><b>Summative</b><br/>Teacher Observations</p> | <p>Class Participation<br/>Skill Rubric<br/>Question &amp; Answer</p> <p><b>Summative</b><br/>Teacher Observations</p> |
| <p>21st Century Themes<br/>and Skills</p> | <p>Sharks &amp; Minnows - CPR1<br/>Obstacle Course - CRP8<br/>Life Literacies &amp; Key Skills<br/>9.4.2.CI.1<br/>9.4.2.CT.3</p> | <p>PacMan - CPR8<br/>Parachute- CRP12<br/>Life Literacies &amp; Key Skills<br/>9.4.2.CI.1<br/>9.4.2.CT.3</p>           | <p>Partner Toss - CPR8<br/>Newcomb - CRP12<br/>Life Literacies &amp; Key Skills<br/>9.4.2.CI.1<br/>9.4.2.CT.3</p>      | <p>Kickball - CPR4<br/>Bowling - CRP6<br/>Life Literacies &amp; Key Skills<br/>9.4.2.CI.1<br/>9.4.2.CT.3</p>           |