

# Englewood Public School District

## Physical Education

### Grade Kindergarten

#### Unit 4: Dance, Cooperative and Lifetime Activities

**Overview:** Students of kindergarten will develop skills of body awareness, spatial awareness, coordination and cooperation skills. Specifically, students will engage in recreational activities that can be pursued throughout a lifetime. Through individual and group activities, students will develop physical and social skills. Fitness will be achieved as students participate in and practice physical activities.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- *Dance, bowling, and tennis can be enjoyed throughout your life, and can contribute to a lifetime of physical fitness.*

**Essential Questions:**

- *How can dance contribute to a lifetime of physical fitness?*
- *How can sports such as tennis and bowling contribute to health and wellness across a lifetime?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><u>Comprehensive Health and Physical Education</u></b>  <b>2.5.2.C.1</b> <b>Explain what it means to demonstrate good sportsmanship.</b>  <b>2.5.2.A.2</b> <b>Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</b>	<b>Topics</b>		<b>Equipment:</b>	<b>Formative Assessment:</b>
	Dancing  <b>Objectives</b> <ul style="list-style-type: none"> <li>• Demonstrate listening skills by performing simple dances.</li> <li>• Demonstrate knowledge of healthy eating habits.</li> <li>• Differentiate when to use competitive and cooperative strategies in</li> </ul>	Students will watch a video and hear a read aloud of informational text about healthy eating habits. (NJSL RI K.2)(NJSL RI K.3) (2.1.2.B.1)  Students will warm up by dancing to healthy eating songs.	<ul style="list-style-type: none"> <li>• Music CDs</li> <li>• CD player</li> </ul> Veggie Song: <a href="https://www.youtube.com/watch?v=RE5tvaveVak">https://www.youtube.com/watch?v=RE5tvaveVak</a>  Kindergarten Dance, Center for Learning in the Arts and Sciences <a href="http://sites.uci.edu/class/kinergarten/dance/grade-k-dance-lesson-1/">http://sites.uci.edu/class/kinergarten/dance/grade-k-dance-lesson-1/</a>	<ul style="list-style-type: none"> <li>• Teacher checklist of observable traits</li> </ul> <b>Benchmark Assessment:</b> Common Formative Assessment  <b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• Kindergarten Dance Rubric, IRubric, <a href="https://www.rcampus.com/rubricshowc.cfm?code=XX325XC&amp;sp=yess&amp;">https://www.rcampus.com/rubricshowc.cfm?code=XX325XC&amp;sp=yess&amp;</a></li> </ul>

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<p><b>2.5.2.C.2</b>  <b>Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</b></p>	<p>games, sports and other activities.</p> <ul style="list-style-type: none"> <li>Determine how attitude impacts physical performance.</li> <li>Explain what it means to demonstrate good sportsmanship.</li> <li>Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul>	<p>Kindergarten Dance, Center for Learning in the Arts and Sciences</p> <p>We are the Parachute Dance, PE Central</p> <p>Dancing in the Classroom, PE Central</p>	<p>We are the Parachute Dance, PE Central,  <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133256#.Wg7w50dryX0">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133256#.Wg7w50dryX0</a></p> <p>Dancing in the Classroom, PE Central,  <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133028#.Wg7xMUDryX0">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133028#.Wg7xMUDryX0</a></p>	<p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>Teacher observation of participation and cooperation</li> <li>Performance Assessment</li> <li>Self-Assessment</li> </ul>
<p><b>2.5.2.B.3</b>  <b>Determine how attitude impacts physical performance.</b></p>		<p>Funky Cowboy, PE Central</p>	<p>Funky Cowboy, PE Central,  <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12066#.Wg7xk0dryX0">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12066#.Wg7xk0dryX0</a></p>	
<p><b>2.5.2.B.4</b>  <b>Demonstrate strategies that enable team and group members to achieve goals.</b></p>		<p>I Can Dance, Teachers.net</p> <p>National Dance Week Lesson Plan, National Dance Week.org</p>	<p>Funky Cowboy, PE Central,  <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12066#.Wg7xk0dryX0">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12066#.Wg7xk0dryX0</a></p>	
<p><b>2.5.2.B.1</b>  <b>Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</b></p>		<p>Dance Party in Kindergarten, Scholastic:</p> <ul style="list-style-type: none"> <li>Just Dance</li> <li>You Should Be Dancing</li> <li>I Can Dance</li> <li>Don't Forget to Dance</li> <li>Do You Wanna Dance?</li> <li>I Hope You Dance</li> </ul>	<p>I Can Dance, Teachers.net,  I Can Dance, Teachers.net,  <a href="https://teachers.net/lessonplans/posts/3430.html">https://teachers.net/lessonplans/posts/3430.html</a></p> <p>National Dance Week Lesson Plan, National Dance Week.org</p>	
<p><b>2.5.2.A.3</b>  <b>Respond in movement to changes in tempo, beat, rhythm, or musical style.</b></p>			<p>Dance Party in Kindergarten, Scholastic,  <a href="https://www.scholastic.com/teachers/blog-posts/brian-smith/dance-party-kindergarten/">https://www.scholastic.com/teachers/blog-posts/brian-smith/dance-party-kindergarten/</a></p>	
<p><b>2.5.2.A.4</b>  <b>Correct movement errors in response to feedback.</b></p>		<p>Making Friends Through Sharing and Exploring Movement, Colorado Teacher-</p>		

<p><b><u>Comprehensive Health and Physical Education</u></b></p> <p><b>2.5.2.C.1</b> Explain what it means to demonstrate good sportsmanship.</p> <p><b>2.5.2.B.3</b> Determine how attitude impacts physical performance.</p> <p><b>2.5.2.B.1</b> Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p>	<p>Authored Instructional Sample</p> <p>Students will find pictures of healthy foods in magazines and make a collage of good choices (on a paper plate). Students will share their plates with their peers in small groups. (NJSL SL K.1)(NJSL SL K.6)</p>		<p>Making Friends Through Sharing and Exploring Movement, Colorado Teacher-Authored Instructional Sample, <a href="https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance#kinder">https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance#kinder</a></p> <p><b>Teacher Resource:</b></p> <p>Kindergarten Dance Lesson, Liane Rundle Brouillette, Youtube, <a href="https://youtu.be/BP8TQVBPfVk">https://youtu.be/BP8TQVBPfVk</a></p>	
	<b>Topics</b>	<b>Objectives</b>	<b>Equipment:</b>	<b>Formative Assessment:</b>
	Bowling	<p>Students will learn about the rules of bowling, including scoring.</p> <p>Students will “keep score” by counting and writing numbers up to 20. (K.CCA.I)(K.CC.A.3)</p> <p>Students will “add” their scores by drawing the bowling pins. (K.OA.A.1)</p> <p>• Bowling skills</p>	<ul style="list-style-type: none"> <li>• Bowling pins</li> <li>• Rackets</li> <li>• Safety hockey sticks</li> </ul> <p>Bowling, PE Central, <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3#.Wg722IVryX0">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3#.Wg722IVryX0</a></p> <p>Bowling Unit, Peach County Schools <a href="http://www.peachschools.org/userfiles/148/Classes/5483/PE912912IS2attbowlingbowlingcurriculum0910.pdf">http://www.peachschools.org/userfiles/148/Classes/5483/PE912912IS2attbowlingbowlingcurriculum0910.pdf</a></p>	<p>• Teacher observation and feedback</p> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Observation of student application of identified skills (correct grip, 3 step approach, swings are straight, release and leg kick)</li> <li>• Teacher checklist of specific skills</li> </ul>

**2.5.2.B.4**  
**Demonstrate strategies that enable team and group members to achieve goals.**

**2.5.2.B.1**  
**Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.**

**2.5.2.C.2**  
**Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.**

contribute to moving in a safe environment.

- Striking skills

Bowling, PE Central

In-School Bowling,  
Peach County Schools:

- 1 Introduction
- 2 History of Bowling
- 3 Program Description
- 4 Vocabulary
- 5 Lane Information
- 6 Bowling Basics
- 7 Four-Step Approach
- 8 Release
- 9 Target Arrows & Locator Dots
- 10 Strike Pocket
- 11 Spare Shooting
- 12 Scoring
- 13 Etiquette and Safety
- 14 Making Contact

Bowling Unit, School World

Bowling Lesson Plan,  
Class Trips.com

Bowling Lesson Plans,  
Great Activities – PE  
Matters!

- Multi-Pin Team Bowling
- Milk Carton Games
- Bowling fun
- The Bowling Game

Bowling Lesson Plan,  
Class Trips.com  
<http://www.classtrips.com/lpitem/97920/bowling-lesson-plan>

Bowling Lesson Plans,  
Great Activities – PE  
Matters!  
<https://greatactivitiesonline.com/the-bowling-game/>

**Teacher Resource:**

Bowling for Kindergarten,  
Education.com,  
[https://www.education.com/magazine/article/Bowling\\_for\\_Kindergarten/](https://www.education.com/magazine/article/Bowling_for_Kindergarten/)

related to  
bowling

Small Group Bowling  
with Score Sheet, PE  
Central,  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132742#.Wg75LlVryX0>

**Alternative  
Assessment:**

- Teacher observation of participation and cooperation
- Performance Assessment
- Self-Assessment

	<ul style="list-style-type: none"> <li>• Hula Hoop Bowling</li> <li>• Jump Rope Bowling</li> <li>• Team Bowling</li> </ul>
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<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Vigorous</b> - strong, healthy, and full of energy.</li> <li>• <b>Strategies</b> - a plan of action or policy designed to achieve a major or overall aim</li> <li>• <b>Competitive</b> - elating to or characterized by competition</li> </ul>			
<b>Integration of 21st Century Standards NJSL 9:</b>			
<b>9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.</b>			
<b>Accommodations and Modifications:</b> <p><i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a> This particular unit has limited language barriers due to the physical nature of the curriculum.</p> <p><i>Students at risk of school failure:</i> Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With consideration s to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.</p> <p><i>Gifted and Talented Students:</i> Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.</p>			
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Collage can be labeled in native language</li> <li>• Speak and display terminology and movement</li> <li>• Look for childrens’ books in students native languages</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li>• Assistance with cutting provided</li> <li>• Provide a mat to sit on to teach boundaries</li> <li>• Provide picture directions</li> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> </ul>	<b>At-Risk</b> <ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally, in simple written format and in pictures.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify</li> </ul>	<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Students can keep score for peers and then add the score for the whole class</li> <li>• Students that can read can read the book aloud to peers</li> <li>• Students can count up to 60 (timing peers)</li> <li>• Curriculum compacting</li> </ul>

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<ul style="list-style-type: none"> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls should also include pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Work with a partner to complete activities</li> <li>• Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball).</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Change movement requirements to reduce activity time</li> </ul>	<p>instructions by modeling what the student is expected to do</p> <ul style="list-style-type: none"> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>
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#### Interdisciplinary Connections:

##### ELA - NJSLS/ELA:

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

NJSLS SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

NJSLS SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

##### Math:

K.CC.A.1. Count to 100 by ones and by tens.

K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

<b>Health:</b>
2.1.2.B.1 Explain why some foods are healthier to eat than others.
<b>Integration of Technology Standards NJSL 8:</b>
8.2.2.E.1: List and demonstrate the steps to an everyday task.
<b>Career Ready Practices:</b>
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.