

Effective Date: 2011

Hamburg Area School District

Name of Course: Elementary Physical Education
Department: Physical Education

Grade Level: Kindergarten
Instructional Time: 1 year
Length of Course: 36 Cycles per year
Period Per Cycle: 1 class per cycle
Length of Period: 45 minutes

Texts and Resources:

Children Moving by Graham, Holt/Hale, Parker

**Dynamic Physical Education for Elementary
Physical Education by Dauer, Pangrazzi**

**Physical Education for Elementary School Children
by Kirchner**

**Standards Based Education Curriculum Development
By Lund, Tannehill**

Assessments:

Performance Observation
Skill Drills
Rubrics

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education - Kindergarten

Unit: Games for Understanding

Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. Why do people play games?	<ul style="list-style-type: none"> Discuss the physical benefits that can be achieved through play Explore the reasons why people enjoy playing their favorite games 	10.4.K.A. K10.4.1 10.4.K.C.
2. Why is it important to follow instructions and rules when playing games?	<ul style="list-style-type: none"> Explain the importance of and use safety guidelines Develop an understanding that instructions help the participants know how to play a game 	10.3.K.D. K10.1-3.3 10.4.K.F. 10.5.K.F.
3. Can participants learn more than physical skills when playing a game?	<ul style="list-style-type: none"> Discuss ways that games help to develop cooperation and teamwork skills Explore simple problem solving techniques Discuss how physical activity effects the body 	10.4.K.D. K10.4.1 10.4.K.E. 10.4.K.F. 10.5.K.A.. 10.5.K.E. 10.5.K.F.

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education - Kindergarten

Unit: Games for Understanding

Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
4. What skills can be learned by playing simple circle games?	<ul style="list-style-type: none"> • Demonstrate the ability to follow rules and guidelines for playing games • Demonstrate the ability to move safely in relationship to other children • Enjoy meeting physical challenges 	10.3.K.A. 10.4.K.A. 10.4.K.C. 10.4.K.E 10.4.K.F. 10.5.K.A. 10.5.K.C. 10.5.K.F.
5. What types of skills can be learned by participating in a variety of target games?	<ul style="list-style-type: none"> • Demonstrate the ability to focus and aim in order to have two objects connect with each other • Learn the importance of follow through as a way to help guide the pathway of a moving object 	10.4.K.A. 10.4.K.C. 10.4.K.E. 10.5.K.A. 10.5.K.B. 10.5.K.C. K10.4.1 K10.4.3

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education - Kindergarten

Unit: Games for Understanding

Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
6. What important skills are learned while playing tagging games?	<ul style="list-style-type: none"> • Explore the pathways that make it easy to catch someone when you are chasing them • Explore the pathways used to avoid being tug by another person (fleeing skills) • Develop the ability to move one's body to avoid being touched by another person or an object (dodging skills) • Learn the beginning stages of developing strategies 	10.3.K.D. 10.1-3.3 10.4.K.A. 10.4.K.B. K10.4.1 10.4.K.C. K10.4.3 10.4.K.E. K10.5.1 10.4.K.F. 10.5.K.A. 10.5.K.C.. 10.5.K.F.
7. What special skills can be learned when participating in partner activities?	<ul style="list-style-type: none"> • Become aware of and accept individual differences • Develop cooperation and effective communication skills • Explore creativity in a variety of movement activities • Work in unison with another person to perform movement patterns 	10.3.K.D. 10.5.K.D. 10.4.K.D. 10.5.K.F. 10.4.K.F. 10.5.K.A. K10.4.1 10.5.K.B. K10.4.3 10.5.K.C.

**Hamburg Area School District
Course Plan
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Unit: Games for Understanding

Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>8. What important skills can be learned through participation in small group activities and games?</p>	<ul style="list-style-type: none"> • Learn to take turns and follow the orderly pattern of play • Develop an understanding of playing fairly so there are equal opportunities to experience success for everyone playing • Develop cooperation and effective communication skills • Understand the concept of Good Sportsmanship 	<p>10.3.K.D. 10.4.K.A. 10.5.K.E.. 10.4.K.C. 10.5.K.F. 10.4.K.D. 10.4.K.E. K10.1-3.3 10.4.K.F. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education - Kindergarten

Unit: Basic Movement Concepts and Skills

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What is your personal space? How can you move in your personal space?	<ul style="list-style-type: none"> Developing an understanding about moving one's body and staying within the space very close to the body - the "bubble around your body" Controlling the body as it twists, turns, bends, stretches Maintaining balance in a static position 	10.3.K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K10.5.1
2. What is general space? How can you move in general space?	<ul style="list-style-type: none"> Use a variety of locomotor movements as you move in different directions, in different pathways, or at different levels 	10.3.K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K10.5.1
3. What are the most common ways to move from one place to another?	<ul style="list-style-type: none"> Using basic locomotor movements such as walk, run, hop, skip, leap, slide, jump, and gallop with control Being able to use different locomotor movements without losing one's balance or colliding with other individuals moving in the same space 	10.3.K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K10.5.1

**Hamburg Area School District
Course Plan
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Course Name: Physical Education - Kindergarten

Unit: Basic Movement Concepts and Skills

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
4. How many different movement qualities can you apply to your physical movements?	<ul style="list-style-type: none"> • Move one's body at different speeds • Move one's body with different amounts of force • Move one's body using the concept of a flowing motion 	<div>10.3.K.D. K10.1-3.3</div> <div>10.4.K.E. K10.4.1</div> <div>10.5.K.A. K10.4.3</div> <div>10.5.K.C. K10.5.1</div>
5. Are you aware of the different ways that you can use your body?	<ul style="list-style-type: none"> • The body can create different shapes : stretched, curled, twisted, wide and narrow • Balancing and bearing weight on different body parts • Transferring weight from one body part to another 	<div>10.3.K.D. K10.1-3.3</div> <div>10.4.K.E. K10.4.1</div> <div>10.5.K.A. K10.4.3</div> <div>10.5.K.C. K10.5.1</div>
6. How can you move your body in relationship to other people or objects?	<ul style="list-style-type: none"> • Use the concepts of over, under, around , and through • Develop an understand and use the concepts: in front of, behind, and beside • Use lateral movements: to the right and to the left • Work cooperatively with a partner or a small group of classmates to meet physical challenges 	<div>10.3.K.D. K10.1-3.3</div> <div>10.4.K.E. K10.4.1</div> <div>10.5.K.A. K10.4.3</div> <div>10.5.K.C. K10.5.1</div> <div>10.4.K.F.</div>

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Unit: Basic Movement Concepts and Skills

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
7. Can you use words to describe movement?	<ul style="list-style-type: none"> • Use the appropriate vocabulary to describe different qualities of movement • Explain why one likes or dislikes a physical activity • Participate in discussions about the effects of physical activity on the body • Discuss the connection between practice and the level of performance of physical skills • Respond to questions about physical activity and share acquired knowledge • Apply creative thinking skills and share ideas with others to solve a simple problem (Physical Challenge) • Transfer knowledge of skill usage to a variety of physical activities • Express acceptance of individual differences of classmates • Make adjustments in performance according to specific feedback given by the teacher 	10.3.K.D. 10.4.K.E. 10.5.K.A. 10.5.K.B. 10.5.K.C. 10.5.K.E. 10.5.K.F. K10.1-3.3

Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum

Course Name: Physical Education – Kindergarten

Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What does it mean to be physically fit?	<ul style="list-style-type: none"> Understand the definition of physical fitness: the capacity of the body to be physically active without getting tired quickly. 	10.1.K.B. 10.4K.A. 10.4.K.B. K10.4.1 K10.4.3
2. Why is it important to be physically fit?	<ul style="list-style-type: none"> Understand that the body needs to be able to function well in daily activities, in emergency situations, and is able to resist disease. 	10.1.K.B. 10.4. K.A. 10.4.K.B. 10.4.K.E. 10.5.K.A. 10.5.K.D. K10.4.1 K10.4.3

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Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>3. What physical attributes are considered to be components of physical fitness?</p>	<ul style="list-style-type: none"> Learn about the components of physical fitness: <i>muscular strength and endurance</i> – the force that muscles can produce over a period of time <i>flexibility</i> – the ability of the joints to move through its full range of motion <i>cardiovascular efficiency</i> – the ability to do vigorous exercise for a long time <i>body composition</i> – the amount of fat cells compared to lean body cells Discuss traditional components of physical fitness: speed, and power, along with agility and balance 	<p>10.4.K.A. K10.4.1 10.4.K.C. K10.4.3</p>

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Course Plan
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Course Name: Physical Education – Kindergarten

Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
4. What happens to your body when you are physically active?	<ul style="list-style-type: none"> • Understand that being physically active enhances good health • Learn that the more you use your muscles the stronger they get • Discuss the physical changes that take place as the body increases its activity: increase heart and breathing rates, muscular fatigue, and perspiration • Learn that you also feel better emotionally when you are physically active 	10.1.K.B. K10.1-3.3 10.4. K.A. K10.4.1 10.4. K.B. K10.4.3 10.5.K.D. 10.5. K.E.
5. What can happen to your body if you are not physically active?	<ul style="list-style-type: none"> • Gain the knowledge that the body can lose its strength, flexibility, and ability to keep moving for a long period of time • Understand that the body is more susceptible to developing diseases • Learn that a person becomes lazy and lose its desire to participate in many different types of activities 	10.1.K.B. K10.1-3.3 10.4. K.A. K10.4.1 10.4. K.B. K10.4.3 10.5. K.A.. 10.5. K.B. 10.5.K.C.

**Hamburg Area School District
Course Plan
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Course Name: Physical Education – Kindergarten

Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>6. What kinds of activities contribute to your level of physical fitness?</p>	<ul style="list-style-type: none"> • Participate in activities that require the individual to stay in constant motion for a designated period of time (i.e. relay activities, running games) • Participate in activities that focus on practicing balancing skills (i.e. using balance beams, and yoga balances) • Participation in activities that encourage the joints to move through their full range of motion (i.e. simple stretching exercises) • Participate in activities that enhance muscular strength (i.e. riding on scooter boards) 	<p>10.4. K.A. K10.4.1 10.4.K.B. K10.4.3 10.4.K.D.</p>

Hamburg Area School District Course Plan Elementary Physical Education

Course Name: Kindergarten Physical Education

Unit: Manipulative Skills

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How can you use your hands to move an object through space?	<ul style="list-style-type: none"> • Use an underhand throwing motion to send an object into the air and across a designated space • Use an underhand motion to roll an object across a designated space • Use an overhand throwing motion to send an object into the air and across a designated space • Use a pushing or pulling motion to manipulate objects • Use a tapping motion to move an object 	10.3.K.D. K10.1-3.3 10.4.K..D. K10.4.1 10.4.K..E. K10.4.3 10.5.K.A. K10.5.1 10.5K.B. 10.5.K.E.
2. How can you use your feet to move an object through space?	<ul style="list-style-type: none"> • Use a kicking motion to connect with an object and propel it away from the body • Use a pushing or pulling motion to move an object through space 	10.3.K.D. 10.5.K.C. K10.1-3.3 10.4.K.E. 10.5.K.E. K10.4.1 10.5.K.A. K10.4.3 10.5K.B . K10.5.1

**Hamburg Area School District
Course Plan
Elementary Physical Education**

Course Name: Kindergarten Physical Education

Unit: Manipulative Skills

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
3. How can you use equipment to move an object through space?	<ul style="list-style-type: none"> • Use a striking motion while holding short handled paddles, rackets, or bats • Use a striking motion while holding long handled bats or rackets to hit an object and propel it into space • Use a piece of equipment to pick up and move an object through space. 	10.3.K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K10.5.1 10.5K.B. 10.5.K.E.
4. How do you use and position your hands to catch an object that is moving through space?	<ul style="list-style-type: none"> • Learn to place one's hands in the pathway of a moving object to gain possession of that object and then grasp the object to hold onto that object 	10.3.K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.5.K.A K10.4.3 10.5.K.F. K10.5.1

**Hamburg Area School District
Course Plan
Elementary Physical Education**

Course Name: Kindergarten Physical Education

Unit: Manipulative Skills

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>5. How do you use eye hand and eye foot coordination when you are interacting with objects in a physical activity?</p>	<ul style="list-style-type: none"> • Practice picking up and moving objects to a new location with the hands or feet • Practice tossing and catching skills with the hands or using different pieces of equipment • Practice striking objects that are moving through the air with the hand or using different types of equipment • Practice pushing and kicking skills with the feet when the object is moving toward the student 	<p>10.3.K.D. K10.1-3.3 10.4.K. E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K10.5.1 10.5.K.E. 10.5.K.F.</p>

**Hamburg Area School District
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Elementary Physical Education**

Course Name: Kindergarten Physical Education

Unit: Manipulative Skills

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
6. How can you interact with different types of equipment?	<ul style="list-style-type: none"> Perform specific skills designated by the teacher... Use equipment in traditional and non - traditional ways Balance an object on different parts of the body Use equipment to develop other physical attributes (i.e. using a parachute to increase upper body strength) Combine physical movement of the body while manipulating an object (i.e. dribbling a ball while walking across the room) 	10.3.K.D. K10.1-3.3 10.4.K. E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K10.5.1 10.5.K.E. 10.5.K.F.
7. How can you work with a partner or in a small group to manipulate equipment?	<ul style="list-style-type: none"> Practice tossing, passing, and catching skills as an object is moved from person to person Work in coordination with others to learn specific skills (i.e. holding a hoop to be used as a target) Participate in relays, skill drills, and/or simple games that require the use of equipment 	10.3. K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.4.K.F. K10.4.3 . 10.5.K.A K.10.5.1 10.5K.B 10.5.K.C.

**Hamburg Area School District
Course Plan
Elementary Physical Education**

Course Name: Kindergarten Physical Education

Unit: Manipulative Skills

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
8. Can you be creative and discover different ways to manipulate objects and equipment?	<ul style="list-style-type: none">• Explore possible ways to manipulate and use different types of equipment• Feel comfortable to try out ideas and “think outside the box” when manipulating objects/equipment	10.3.K.D. K101-3.3 10.4.K.E. K10.4.1 10.5.K.A K10.4.3 K 10.5.1

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education - Kindergarten

Unit: Adventure Education

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How can the students have some input to the performance expectations of their class?	<ul style="list-style-type: none"> • Participate in discussions about behavior expectations, and code of conduct • Share with students helpful hints for successful group interaction (i.e. effective communication skills) 	10.3.K.A. K10.1-3.3 10.3.K.D. 10.4.K.F.
2. How can participation in simple ice breaker activities enhance the unity of a group?	<ul style="list-style-type: none"> • Participate in activities designed to help children become acquainted 	10.3.K.A. K10.1-3.3 10.4.K.F. 10.5.K.A 10.5.K.F..
3. How can sensory awareness being enhanced through participation in physical activities?	<ul style="list-style-type: none"> • Participate in activities designed to learn how a person uses his/ her different senses to receive input and respond physically to the cues received through the senses 	10.1.K.B. K10.4.1 10.3.K.D. K10.4.3 10.4.K.B.

**Hamburg Area School District
Course Plan
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Course Name: Physical Education - Kindergarten

Unit: Adventure Education

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
4. What can you learn from participation in activities designed to enhance cooperation skills?	<ul style="list-style-type: none"> • Work with a partner to practice movement skills and concepts • Participate in activities designed to develop simple problem solving skills • Learn to accept and appreciate individual differences • Develop social interaction and interpersonal relationship skills 	10.4.K.D. K10.4.1 10.4.K.F. K10.4.3 10.5.K.A. 10.5.K.C. 10.5.K.F.
5. How can obstacle courses be used to improve skill performance?	<ul style="list-style-type: none"> • Use movement sequences to practice a variety of skills • Practice patterns of movement to enhance improvement in the level of performance of designated skills 	10.3.K.D. K10.4.1 10.4.K.A. K10.4.3 10.4.K.E. 10.5.K.A. 10.5.K.C.

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education - Kindergarten

Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What types of activities help you establish body control when performing simple exercises or physical stunts?	<ul style="list-style-type: none"> • Use warm up exercises to prepare the body for physical activity • Participate in activities designed to increase muscular strength • Practice a variety of balancing positions and movements requiring the use of balancing skills • Explore and use skills that transfer weight from one body part to another (i.e. tumbling skills) • Move at varying speeds in different pathways 	10.3.K.D. K10.1-3.3 10.4.K.A K10.4.1 10.4.K.E. K10.4.3 10.5.K.A. K10.5.1 10.5.K.C.

**Hamburg Area School District
Course Plan
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Course Name: Physical Education - Kindergarten

Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
2. What kinds of balancing activities contribute to the establishment of body control?	<ul style="list-style-type: none"> • Use static (stationary) positions with different sized bases of support and at different levels • Practice static positions using different body parts as the base of support • Explore dynamic (moving) balance skills with locomotion, jumping/landing skills, and other weight transfer activities • Work with other individuals to explore balancing possibilities 	10.3.K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K.10.5.1 10.5.K.E.
3. How are agility skills used when you participate in physical activities?	<ul style="list-style-type: none"> • Understand that agility means maintaining control of the body while running and switching directions • Participate in games to practice chasing, fleeing, and dodging skills • Participate in skill drills, or designed to use movement with changes in directions, and frequent starting and stopping 	10.3.K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K105.1

**Hamburg Area School District
Course Plan
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Course Name: Physical Education - Kindergarten

Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
4. Can you control your body when using jumping and landing skills?	<ul style="list-style-type: none"> • Perform different jumping patterns • Use vertical movement patterns while jumping • Travel forwards and backwards while jumping • Be able to jump in relationship to different types of equipment • Perform combinations of two or more skills with jumping 	10.3.K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K105.1
5. Can you combine different types of physical skills into movement patterns and sequences?	<ul style="list-style-type: none"> • Participate in activities designed specifically to enhance body control (i.e. yoga) • Explore movements to create one's own patterns and sequences • Practice being able to "Freeze" (stop movement on command) when moving in a variety of ways 	10.3.K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K105.1

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education - Kindergarten

Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
6. How can fine muscle skills be applied to physical activity in the gymnasium?	<ul style="list-style-type: none">Picking up small objects in combination with large muscle activities	10.3.K.D. K10.1-3.3 10.4.K.E. K10.4.1 10.5.K.A. K10.4.3 10.5.K.C. K105.1

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education - Kindergarten

Unit: Rhythmic Activities

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What physical skills can be developed through participation in rhythmic activities?	<ul style="list-style-type: none"> • Perform various locomotor movements and match each type of movement to the appropriate musical rhythms • Participate in movement activities designed to develop an understanding of flow, timing, and effort • Participate in activities that use basic dance steps • Perform basic tumbling/gymnastic skills • Use different kinds of equipment to enhance the development of movement patterns 	10.3.K.D. K10.1-3.3 10.4.K.A. K10.4.1 10.4.K.D. K10.4.3 10.4.K.E. K10.5.1 10.5.K.A. 10.5.K.C.
2. What types of movement have their own natural rhythm?	<ul style="list-style-type: none"> • Perform a variety of jumping patterns • Participate in different types of rope jumping activities • Develop smooth movement patterns while participating in walking, hopping, and running activities • Use swinging and swaying motions to feel natural rhythms • Use ball bouncing and dribbling skills to experience different rhythmic pattern 	10.3.K.D. K10.1-3.3 10.4.K.A. K10.4.1 10.4.K.D. K10.4.3 10.4.K.E. K10.5.1 10.5.K.A. 10.5.K.C.

**Hamburg Area School District
Course Plan
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Course Name: Physical Education - Kindergarten

Unit: Rhythmic Activities

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
3. How can music be used to enhance the performance of physical skills?	<ul style="list-style-type: none"> • Use music to connect the joy of movement to the types of musical beats and rhythms • Participate in activities where the beat in the music has a direct relationship to the actual movement patterns and the beats/rhythms that are naturally a part of those skills • Participate in activities that connect a person's internal tempo to the performance of physical movements 	10.3.K.D. K10.1--3.3 10.4.K.A. K10.4.1 10.4.K.D. K10.4.3 10.4.K.E. K10.5.1 10.5.K.A. 10.5.K.C.
4. How can rhythmic movement be used as a form of communication?	<ul style="list-style-type: none"> • Participate in free moving activities accompanied by music designed to express feeling and emotions • Participate in free moving activities accompanied by music that allow the students to explore artistic expression • Use musical activities that direct the children to role play & tell a story through their movements 	10.4.K.D. K10.1-3.3 10.4.K.F. K10.4.1 10.5.K.A. K10.4.3 10.5.K.B.

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education - Kindergarten

Unit: Rhythmic Activities

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
5. What cognitive skills can be developed from participation in dance and other rhythmic activities?	<ul style="list-style-type: none"> • Develop an understanding of other cultures and customs while participating in rhythmic activities • Learn to use and follow different movement sequences and patterns • Participate in activities designed to develop spatial awareness, and spatial relationships with other individuals 	10.4.K.D. K10.1-3.3 10.4.K.F. K10.4.1 10.5.K.A. K10.4.3
6. How can rhythmic activities be used to enhance a person's emotional state?	<ul style="list-style-type: none"> • Participate in the same activities with and without music to develop an awareness of how we are naturally affected by music • Explore different types of music that may appeal to the personal preferences of the students 	10.4.K.A. K10.1-3.3 10.4.K.D. K10.4.1 10.5.K.A. K10.4.3