

CURRICULUM MAP

Subject: Physical Education & Health **Grade:** K **Quarter:** 1st Quarter **Teacher(s):** Kindergarten Teachers

Month <u>August - October</u>	WEEK 1 Unit Theme: Playing Safe (Body Parts)	WEEK 2 Unit Theme: Playing Safe (Body Parts)	WEEK 3 Unit Theme: Playing Safe (Emotions & Feelings)
Concept (CCSS Standards)	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
GDOE	<p>K.1.1 Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p>K.1.3 Perform basic manipulative skills by demonstrating hand-eye and foot-eye coordination skills. Examples: Throw a ball over head; hit a balloon with one or both hands; strike a balloon with a racquet; bounce a ball; kick a stationary ball.</p> <p>K.1.4 Perform basic movements in a rhythmic manner to a specific rhythm. Examples: Walk to a specific rhythm as the teacher gives/calls directions; perform a simple dance step to a specific tempo; walk to a drum beat; jump over a stationary object on the floor while counting in a rhythm.</p> <p>K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities by exhibiting successful participation in activities/games with</p>	<p>K.1.1 Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p>K.1.3 Perform basic manipulative skills by demonstrating hand-eye and foot-eye coordination skills. Examples: Throw a ball over head; hit a balloon with one or both hands; strike a balloon with a racquet; bounce a ball; kick a stationary ball.</p> <p>K.1.4 Perform basic movements in a rhythmic manner to a specific rhythm. Examples: Walk to a specific rhythm as the teacher gives/calls directions; perform a simple dance step to a specific tempo; walk to a drum beat; jump over a stationary object on the floor while counting in a</p>	<p>K.1.1 Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p>K.1.3 Perform basic manipulative skills by demonstrating hand-eye and foot-eye coordination skills. Examples: Throw a ball over head; hit a balloon with one or both hands; strike a balloon with a racquet; bounce a ball; kick a stationary ball.</p> <p>K.1.4 Perform basic movements in a rhythmic manner to a specific rhythm. Examples: Walk to a specific rhythm as the teacher gives/calls directions; perform a simple dance step to a specific tempo; walk to a drum beat; jump over a stationary object on the floor while counting in a rhythm.</p> <p>K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities</p>

	<p>boundary lines and flowing rules for safe active play.</p> <p>K.5.2 Exhibit a willingness to follow basic directions for an active class.</p> <p>K.5.3 Show a positive attitude toward self and others during physical activity by demonstrating respect.</p> <p>K.6.1 Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills.</p> <p>K.6.2 Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.</p>	<p>rhythm.</p> <p>K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities by exhibiting successful participation in activities/games with boundary lines and flowing rules for safe active play.</p> <p>K.5.2 Exhibit a willingness to follow basic directions for an active class.</p> <p>K.5.3 Show a positive attitude toward self and others during physical activity by demonstrating respect.</p> <p>K.6.1 Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills.</p> <p>K.6.2 Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.</p>	<p>by exhibiting successful participation in activities/games with boundary lines and flowing rules for safe active play.</p> <p>K.5.2 Exhibit a willingness to follow basic directions for an active class.</p> <p>K.5.3 Show a positive attitude toward self and others during physical activity by demonstrating respect.</p> <p>K.6.1 Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills.</p> <p>K.6.2 Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.</p>
Activity/ **Formative Assessment	<p>Students will:</p> <ul style="list-style-type: none"> - Apply rules they learned to participate in a physical education activity with other students - Students will identify and name body parts <p>**Checklist, Observations</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Apply rules they learned to participate in a physical education activity with other students - Students will identify and name body parts <p>** Checklist, Observations</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Apply rules they learned to participate in a physical education activity with other students - Students will identify and name body parts <p>**Checklist, Observations</p>
Resources/ Materials	Tape, cones, PA system, music	Tape, cones, PA system, music	Tape, cones, PA system, music
Homework	<p>Students will:</p> <ul style="list-style-type: none"> - Recite 3 B's - Practice identifying body parts 	<p>Students will:</p> <ul style="list-style-type: none"> - Recite 3 B's - Practice identifying body parts 	<p>Students will:</p> <ul style="list-style-type: none"> - Recite 3 B's
ESLRs	UPIES	UPIES	UPIES

CURRICULUM MAP

Subject: Physical Education & Health

Grade: K **Quarter:** 1st Quarter **Teacher(s):** Kindergarten Teachers

Month <u>August - October</u>	WEEK 4 Unit Theme: Catching & Throwing (Prepositions)	WEEK 5 Unit Theme: Catching & Throwing (5 Senses)	WEEK 6 Unit Theme: Catching & Throwing (Fire Safety)
Concept (CCSS Standards)	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
GDOE	<p>K.1.1 Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p>K.1.3 Perform basic manipulative skills by demonstrating hand-eye and foot-eye coordination skills. Examples: Throw a ball over head; hit a balloon with one or both hands; strike a balloon with a racquet; bounce a ball; kick a stationary ball.</p> <p>K.1.4 Perform basic movements in a rhythmic manner to a specific rhythm. Examples: Walk to a specific rhythm as the teacher gives/calls directions; perform a simple dance step to a specific tempo; walk to a drum beat; jump over a stationary object on the floor while counting in a rhythm.</p> <p>K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities by exhibiting successful participation in activities/games with</p>	<p>K.1.1 Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p>K.1.3 Perform basic manipulative skills by demonstrating hand-eye and foot-eye coordination skills. Examples: Throw a ball over head; hit a balloon with one or both hands; strike a balloon with a racquet; bounce a ball; kick a stationary ball.</p> <p>K.1.4 Perform basic movements in a rhythmic manner to a specific rhythm. Examples: Walk to a specific rhythm as the teacher gives/calls directions; perform a simple dance step to a specific tempo; walk to a drum beat; jump over a stationary object on the floor while counting in a rhythm.</p> <p>K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical</p>	<p>K.1.1 Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p>K.1.3 Perform basic manipulative skills by demonstrating hand-eye and foot-eye coordination skills. Examples: Throw a ball over head; hit a balloon with one or both hands; strike a balloon with a racquet; bounce a ball; kick a stationary ball.</p> <p>K.1.4 Perform basic movements in a rhythmic manner to a specific rhythm. Examples: Walk to a specific rhythm as the teacher gives/calls directions; perform a simple dance step to a specific tempo; walk to a drum beat; jump over a stationary object on the floor while counting in a rhythm.</p> <p>K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical</p>

	<p>boundary lines and flowing rules for safe active play.</p> <p>K.5.2 Exhibit a willingness to follow basic directions for an active class.</p> <p>K.5.3 Show a positive attitude toward self and others during physical activity by demonstrating respect.</p> <p>K.6.1 Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills.</p> <p>K.6.2 Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.</p>	<p>activities by exhibiting successful participation in activities/games with boundary lines and flowing rules for safe active play.</p> <p>K.5.2 Exhibit a willingness to follow basic directions for an active class.</p> <p>K.5.3 Show a positive attitude toward self and others during physical activity by demonstrating respect.</p> <p>K.6.1 Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills.</p> <p>K.6.2 Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.</p>	<p>activities by exhibiting successful participation in activities/games with boundary lines and flowing rules for safe active play.</p> <p>K.5.2 Exhibit a willingness to follow basic directions for an active class.</p> <p>K.5.3 Show a positive attitude toward self and others during physical activity by demonstrating respect.</p> <p>K.6.1 Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills.</p> <p>K.6.2 Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.</p>
<p>Activity</p> <p>**Formative Assessment</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Model proper way to catch and throw a ball - Demonstrate their understanding of prepositions by placing an item in a specific location <p>**Observations, Checklist</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Model proper way to catch and throw a ball - List the 5 senses <p>**Observations, Checklist</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Model proper way to catch and throw a ball - Show how to evacuate during a fire emergency - Identify martial fire fighters use during a fire emergency <p>**Observations, Checklist</p>
<p>Resources/ Materials</p>	<p>Cones (markers), ball, PA system, music</p>	<p>Cones (markers), ball, PA system, music</p>	<p>Cones (markers), ball, PA system, music</p>
<p>Homework</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Practice throwing and catching a ball 	<p>Students will:</p> <ul style="list-style-type: none"> - Practice throwing and catching a ball - Will recite the 5 senses and its functions 	<p>Students will:</p> <ul style="list-style-type: none"> - Practice throwing and catching a ball - Make a fire evacuation plan with their family
<p>ESLRs</p>	<p>UPIES</p>	<p>UPIES</p>	<p>UPIES</p>

CURRICULUM MAP

Subject: Physical Education & Health

Grade: K **Quarter:** 1st Quarter **Teacher(s):** Kindergarten Teachers

Month <u>August - October</u>	WEEK 7 Unit Theme: Healthy Hearts (United Nations)	WEEK 8 Unit Theme: Healthy Hearts (United Nations)	WEEK 9 Unit Theme: Skills Review/Assessment WEEK
Concept (CCSS Standards)	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
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	<p>boundary lines and flowing rules for safe active play.</p> <p>K.5.2 Exhibit a willingness to follow basic directions for an active class.</p> <p>K.5.3 Show a positive attitude toward self and others during physical activity by demonstrating respect.</p> <p>K.6.1 Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills.</p> <p>K.6.2 Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.</p>	<p>K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities by exhibiting successful participation in activities/games with boundary lines and flowing rules for safe active play.</p> <p>K.5.2 Exhibit a willingness to follow basic directions for an active class.</p> <p>K.5.3 Show a positive attitude toward self and others during physical activity by demonstrating respect.</p> <p>K.6.1 Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills.</p> <p>K.6.2 Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.</p>	<p>with boundary lines and flowing rules for safe active play.</p> <p>K.5.2 Exhibit a willingness to follow basic directions for an active class.</p> <p>K.5.3 Show a positive attitude toward self and others during physical activity by demonstrating respect.</p> <p>K.6.1 Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills.</p> <p>K.6.2 Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher.</p>
<p>Activity</p> <p>**Formative Assessment</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Participate in cardiovascular exercise - Compare different cultures and customs <p>** Observations, Checklist</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Participate in cardiovascular exercise - Compare different cultures and customs <p>** Observations, Checklist</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Participate in cardiovascular exercise - Demonstrate how to properly catch and throw a ball <p>**Observations, Checklist</p>
<p>Resources/ Materials</p>	<p>Tape (markers), cones, PA system, music</p>	<p>Tape (markers), cones, PA system, music</p>	<p>Tape (markers), cones, PA system, music</p>
<p>Homework</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Discuss the different types of cultures they've learned 	<p>Students will:</p> <ul style="list-style-type: none"> - Discuss the different types of cultures they've learned 	<p>Students will:</p>
<p>ESLRs</p>	<p>UPIES</p>	<p>UPIES</p>	<p>UPIES</p>