

# CURRICULUM MAP

**Subject:** Physical Education & Health **Grade:** K **Quarter:** 2nd Quarter **Teacher(s):** Kindergarten Teachers

Month <u>October-February</u>	<b>WEEK 1</b> <b>Unit Theme:</b> Skip To My Room / Nutrition	<b>WEEK 2</b> <b>Unit Theme:</b> Galloping / Nutrition	<b>WEEK 3</b> <b>Unit Theme:</b> Healthy Hearts / Nutrition
<b>Concept (CCSS Standards)</b>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
<b>GDOE</b>	<p><b>K.1.1</b> Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p><b>K.1.3</b> 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><b>K.1.4</b> 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><b>K.2.1</b> Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills. EXAMPLE(S): Forward roll cue: squat, tuck, and roll; kick a ball cue: toe down; gallop cue: leader leg.</p> <p><b>K.2.2</b> Demonstrate variations in moving with spatial, directional, and temporal awareness. EXAMPLE(S): Move in various directions (forward, backward, sideways), at various levels (high, low), in various patterns (straight, curved), and at</p>	<p><b>K.1.1</b> Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p><b>K.1.3</b> 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><b>K.1.4</b> 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><b>K.2.1</b> Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills. EXAMPLE(S): Forward roll cue: squat, tuck, and roll; kick a ball cue: toe down; gallop cue: leader leg.</p> <p><b>K.2.2</b> Demonstrate variations in moving with spatial, directional, and temporal awareness. EXAMPLE(S): Move in various directions (forward, backward, sideways), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast,</p>	<p><b>K.1.1</b> Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p><b>K.1.3</b> 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><b>K.1.4</b> 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><b>K.2.1</b> Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills. EXAMPLE(S): Forward roll cue: squat, tuck, and roll; kick a ball cue: toe down; gallop cue: leader leg.</p> <p><b>K.2.2</b> Demonstrate variations in moving with spatial, directional, and temporal awareness. EXAMPLE(S): Move in various directions (forward, backward, sideways), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast, slow) in skill development activities; walk on a curved rope on the</p>

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EXAMPLE(S): Teacher initiates conversation with students for informal assessment of after school physical activity participation.</p> <p><b>K.3.2</b> Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time. EXAMPLE(S): Choose favorite games to play; willingly participate in learning new movement skills; choose to be active at recess.</p> <p><b>K.4.1</b> Demonstrate improved cardio-respiratory endurance by engaging in vigorous activity, progressing from short periods to longer periods of time. EXAMPLE(S): Chasing and fleeing physical fitness activity/game; skill development activity; walk/run at one's individual pace at an outdoor fitness trail; playground fitness stations. K.4.2 Demonstrate improved muscular strength and endurance by engaging in specific exercises throughout the school year. 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<p><b>Activity/</b></p> <p><b>**Formative Assessment</b></p>	<p><b>Students will:</b></p> <p>- Show how to skip from one place to another.</p> <p>**Checklist, Observations</p>	<p><b>Students will:</b></p> <p>- Show how to gallop across the room.</p> <p>** Checklist, Observations</p>	<p><b>Students will:</b></p> <p>- Apply and show aerobics dance routines.</p> <p>**Checklist, Observations</p>
<p><b>Resources/ Materials</b></p>	Tape, cones, PA system, music	Tape, cones, PA system, music	Tape, cones, PA system, music
<p><b>Homework</b></p>	<p><b>Students will:</b></p> <p>- Food Group Worksheet</p>	<p><b>Students will:</b></p> <p>- Food Group Worksheet</p>	<p><b>Students will:</b></p> <p>- Food Group Worksheet</p>
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# CURRICULUM MAP

**Subject:** Physical Education & Health **Grade:** K **Quarter:** 2nd Quarter **Teacher(s):** Kindergarten Teachers

Month <u>October-February</u>	<b>WEEK 4</b> Unit Theme: Healthy Hearts / Nutrition	<b>WEEK 5</b> Unit Theme: Skipping & Galloping	<b>WEEK 6</b> Unit Theme: Hopping & Jumping
<b>Concept (CCSS Standards)</b>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6</b> 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><b>Activity</b></p> <p><b>**Formative Assessment</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Apply and show aerobics dance routines.</li> </ul> <p>**Observations, Checklist</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Show how to skip from one place to another.</li> <li>- Show how to gallop across the room.</li> </ul> <p>**Observations, Checklist</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Show and apply hopping skills learned in aerobics dance routines.</li> <li>- Show and apply jumping skills performing jumping jacks.</li> </ul> <p>**Observations, Checklist</p>
<p><b>Resources/ Materials</b></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><b>Homework</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Food Group Worksheet</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Play hopscotch at home.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Practice jumping jacks.</li> <li>- Practice hopping skills.</li> </ul>
<p><b>ESLRs</b></p>	<p>UPIES</p>	<p>UPIES</p>	<p>UPIES</p>

# CURRICULUM MAP

**Subject:** Physical Education & Health **Grade:** K **Quarter:** 2nd Quarter **Teacher(s):** Kindergarten Teachers

Month <u>October-February</u>	<b>WEEK 7</b> Unit Theme: Leaping / Christmas	<b>WEEK 8</b> Unit Theme: Catching, Throwing & Bouncing / Christmas	<b>WEEK 9</b> Unit Theme: Skills Review/Assessment WEEK
<b>Concept (CCSS Standards)</b>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
<b>GDOE</b>	<p><b>K.1.1</b> Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p><b>K.1.3</b> 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><b>K.1.4</b> 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><b>K.2.1</b> Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills. EXAMPLE(S): Forward roll cue: squat, tuck, and roll; kick a ball cue: toe down; gallop cue: leader leg.</p> <p><b>K.2.2</b> Demonstrate variations in moving with spatial, directional, and temporal awareness. EXAMPLE(S): Move in various directions (forward, backward, sideways), at various levels (high, low), in various patterns (straight, curved), and at</p>	<p><b>K.1.1</b> Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p><b>K.1.3</b> 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><b>K.1.4</b> 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><b>K.2.1</b> Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills. EXAMPLE(S): Forward roll cue: squat, tuck, and roll; kick a ball cue: toe down; gallop cue: leader leg.</p> <p><b>K.2.2</b> Demonstrate variations in moving with spatial, directional, and temporal awareness. EXAMPLE(S): Move in various directions (forward, backward, sideways), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast,</p>	<p><b>K.1.1</b> Perform basic (fundamental) loco motor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities.</p> <p><b>K.1.3</b> 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><b>K.1.4</b> 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><b>K.2.1</b> Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills. EXAMPLE(S): Forward roll cue: squat, tuck, and roll; kick a ball cue: toe down; gallop cue: leader leg.</p> <p><b>K.2.2</b> Demonstrate variations in moving with spatial, directional, and temporal awareness. EXAMPLE(S): Move in various directions (forward, backward, sideways), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast, slow) in skill development activities; walk on a curved rope on the</p>

	<p>various speeds (fast, slow) in skill development activities; walk on a curved rope on the floor; stretch high; go low for a crab walk; run fast in a tag game.</p> <p><b>K.2.3</b> Identify and demonstrate principles for learning basic movement skills by practicing the basic principles for balance, footwork, and catching a ball. EXAMPLE(S): Arms extended for walking on a balance board, soccer ball dribble with soft taps of feet, reach out with hands to catch a ball.</p> <p><b>K.3.1</b> Show skills and knowledge acquired in physical education class during after school physical activities by demonstrating participation in active play at recess, in unstructured play with friends and family, or in community recreation/sport leagues. EXAMPLE(S): Teacher initiates conversation with students for informal assessment of after school physical activity participation.</p> <p><b>K.3.2</b> Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time. EXAMPLE(S): Choose favorite games to play; willingly participate in learning new movement skills; choose to be active at recess.</p> <p><b>K.4.1</b> Demonstrate improved cardio-respiratory endurance by engaging in vigorous activity, progressing from short periods to longer periods of time. EXAMPLE(S): Chasing and fleeing physical fitness activity/game; skill development activity; walk/run at one's individual pace at an outdoor fitness trail; playground fitness stations. K.4.2 Demonstrate improved muscular strength and endurance by engaging in specific exercises throughout the school year. EXAMPLE(S): Shoulder touches, modified push-ups, v-sit, modified crunch.</p> <p><b>K.4.3</b> Demonstrate improved flexibility in three different joints by engaging in specific stretches to improve lower back flexion. EXAMPLE(S): Seated and standing straddle stretches; seal stretch. K.4.4 Identify the basic effects of physical activity on heart and lung function by observing and feeling fast heart and breathing rates when engaged in skill development and physical fitness activities. EXAMPLE(S): Feel a slow heart rate and observe a slow breathing rate be</p> <p><b>K.5.1</b> Identify and demonstrate an understanding of rules and safety practices for games and other physical activities by</p>	<p>slow) in skill development activities; walk on a curved rope on the floor; stretch high; go low for a crab walk; run fast in a tag game.</p> <p><b>K.2.3</b> Identify and demonstrate principles for learning basic movement skills by practicing the basic principles for balance, footwork, and catching a ball. EXAMPLE(S): Arms extended for walking on a balance board, soccer ball dribble with soft taps of feet, reach out with hands to catch a ball.</p> <p><b>K.3.1</b> Show skills and knowledge acquired in physical education class during after school physical activities by demonstrating participation in active play at recess, in unstructured play with friends and family, or in community recreation/sport leagues. 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EXAMPLE(S): Feel a slow heart rate and observe a slow breathing rate be</p> <p><b>K.5.1</b> 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>floor; stretch high; go low for a crab walk; run fast in a tag game.</p> <p><b>K.2.3</b> Identify and demonstrate principles for learning basic movement skills by practicing the basic principles for balance, footwork, and catching a ball. EXAMPLE(S): Arms extended for walking on a balance board, soccer ball dribble with soft taps of feet, reach out with hands to catch a ball.</p> <p><b>K.3.1</b> Show skills and knowledge acquired in physical education class during after school physical activities by demonstrating participation in active play at recess, in unstructured play with friends and family, or in community recreation/sport leagues. 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<p><b>Activity</b></p> <p><b>**Formative Assessment</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Show and apply leaping exercises.</li> <li>- Apply and show dance routine to Christmas song.</li> </ul> <p>** Observations, Checklist</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Show how to throw, catch and bounce a ball.</li> <li>- Apply and show dance routine to Christmas song.</li> </ul> <p>** Observations, Checklist</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Show how to skip, gallop, hop, jump, leap, catch, throw, and bounce a ball.</li> </ul> <p>**Observations, Checklist</p>
<p><b>Resources/ Materials</b></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><b>Homework</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Practice Christmas dance.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Play basketball</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Practice all skills learned 2<sup>nd</sup> quarter.</li> </ul>
<p><b>ESLRs</b></p>	<p>UPIES</p>	<p>UPIES</p>	<p>UPIES</p>