

# CURRICULUM MAP

**Subject:** Physical Education & Health      **Grade:** K      **Quarter:** 3<sup>rd</sup> Quarter      **Teacher(s):** Kindergarten Teachers

Month <u>January-March</u>	<b>WEEK 1</b> Unit Theme: Healthy Hearts	<b>WEEK 2</b> Unit Theme: Jump for the Heart	<b>WEEK 3</b> Unit Theme: Just Dance
<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.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</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</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 boundary lines and flowing rules for safe active play.</p> <p><b>K.5.2</b> Exhibit a willingness to follow basic directions for an active class.</p> <p><b>K.5.3</b> Show a positive attitude toward self and others during physical activity by demonstrating respect.</p>	<p>specific tempo; walk to a drum beat; jump over a stationary object on the floor while counting in a rhythm.</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 boundary lines and flowing rules for safe active play.</p> <p><b>K.5.2</b> Exhibit a willingness to follow basic directions for an active class.</p> <p><b>K.5.3</b> Show a positive attitude toward self and others during physical activity by demonstrating respect.</p>	<p>stationary object on the floor while counting in a rhythm.</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 boundary lines and flowing rules for safe active play.</p> <p><b>K.5.2</b> Exhibit a willingness to follow basic directions for an active class.</p> <p><b>K.5.3</b> Show a positive attitude toward self and others during physical activity by demonstrating respect.</p>
<p><b>Activity</b></p> <p><b>**Formative Assessment</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Participate in cardiovascular activity</li> <li>- Demonstrate safety rules they've learned</li> </ul> <p>** Checklist, Observations</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Participate in cardiovascular activity</li> <li>- Demonstrate safety rules they've learned</li> </ul> <p>** Checklist, Observations</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Participate in cardiovascular activity</li> <li>- Demonstrate safety rules they've learned</li> </ul> <p>** Checklist, Observations</p>
<p><b>Resources/ Materials</b></p>	<ul style="list-style-type: none"> <li>- PA System, music, cones (markers)</li> </ul>	<ul style="list-style-type: none"> <li>- PA System, music, cones (markers)</li> </ul>	<ul style="list-style-type: none"> <li>- PA System, music, cones (markers)</li> </ul>
<p><b>Homework</b></p>	<p><b>Students will:</b></p>	<p><b>Students will:</b></p>	<p><b>Students will:</b></p>
<p><b>ESLRs</b></p>	<p>UPIES</p>	<p>UPIES</p>	<p>UPIES</p>

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**Subject:** Physical Education & Health      **Grade:** K    **Quarter:** 3<sup>rd</sup> Quarter    **Teacher(s):** Kindergarten Teachers

Month <u>January-March</u>	<b>WEEK 4</b> Unit Theme: Kick Ball (Dental Hygiene)	<b>WEEK 5</b> Unit Theme: Kick Ball (Dental Hygiene)	<b>WEEK 6</b> Unit Theme: YogiBOTS
<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.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</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</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 boundary lines and flowing rules for safe active play.</p> <p><b>K.5.2</b> Exhibit a willingness to follow basic directions for an active class.</p> <p><b>K.5.3</b> Show a positive attitude toward self and others during physical activity by demonstrating respect.</p>	<p>counting in a rhythm.</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 boundary lines and flowing rules for safe active play.</p> <p><b>K.5.2</b> Exhibit a willingness to follow basic directions for an active class.</p> <p><b>K.5.3</b> Show a positive attitude toward self and others during physical activity by demonstrating respect.</p>	<p>counting in a rhythm.</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 boundary lines and flowing rules for safe active play.</p> <p><b>K.5.2</b> Exhibit a willingness to follow basic directions for an active class.</p> <p><b>K.5.3</b> Show a positive attitude toward self and others during physical activity by demonstrating respect.</p>
<p><b>Activity</b></p> <p><b>**Formative Assessment</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate the proper way to kick a ball</li> <li>- Illustrate how to take care of their teeth</li> </ul> <p>**Observations, Checklist</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate the proper way to kick a ball</li> <li>- Illustrate how to take care of their teeth</li> </ul> <p>**Observations, Checklist</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Display yoga positions and stretches</li> </ul> <p>**Observations, Checklist</p>
<p><b>Resources/ Materials</b></p>	<p>Balls, cones</p>	<p>Balls, cones</p>	<p>PA system, music, tape (markers)</p>
<p><b>Homework</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Practice kicking a ball</li> <li>- Discuss how to take care of their teeth</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Practice kicking a ball</li> <li>- Discuss how to take care of their teeth</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Practice Yoga positions and stretches</li> </ul>
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# CURRICULUM MAP

**Subject:** Physical Education & Health

**Grade:** K **Quarter:** 3rd Quarter **Teacher(s):** Kindergarten Teachers

Month <u>January-March</u>	<b>WEEK 7</b> Unit Theme: Kinder Olympics	<b>WEEK 8</b> Unit Theme: Chamoru Week	<b>WEEK 9</b> Unit Theme: Skills Review/Assessment
<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>- Participate in team sport activities</li> </ul> <p>** Observations, Product</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Participate in team sport activities</li> <li>- Explain the significance of Chamoru Month</li> </ul> <p>** Observations, Product</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Recall skills taught during the quarter</li> </ul> <p>**Observations, Product</p>
<p><b>Resources/ Materials</b></p>	<p>PA System, cones (markers), music, hurdles, balls, jump ropes</p>	<p>PA System, cones (markers)</p>	<p>PA System, cones (markers), music, hurdles, balls, jump ropes</p>
<p><b>Homework</b></p>	<p><b>Students will:</b></p>	<p><b>Students will:</b></p>	<p><b>Students will:</b></p>
<p><b>ESLRs</b></p>	<p>UPIES</p>	<p>UPIES</p>	<p>UPIES</p>