

CURRICULUM MAP

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

Month <u>January-March</u>	WEEK 1 Unit Theme: Healthy Hearts	WEEK 2 Unit Theme: Jump for the Heart	WEEK 3 Unit Theme: Just Dance
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.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</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</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>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 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>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 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>Activity</p> <p>**Formative Assessment</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Participate in cardiovascular activity - Demonstrate safety rules they've learned <p>** Checklist, Observations</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Participate in cardiovascular activity - Demonstrate safety rules they've learned <p>** Checklist, Observations</p>	<p>Students will:</p> <ul style="list-style-type: none"> Participate in cardiovascular activity - Demonstrate safety rules they've learned <p>** Checklist, Observations</p>
<p>Resources/ Materials</p>	<ul style="list-style-type: none"> - PA System, music, cones (markers) 	<ul style="list-style-type: none"> - PA System, music, cones (markers) 	<ul style="list-style-type: none"> - PA System, music, cones (markers)
<p>Homework</p>	<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>
<p>ESLRs</p>	<p>UPIES</p>	<p>UPIES</p>	<p>UPIES</p>

CURRICULUM MAP

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

Month <u>January-March</u>	WEEK 4 Unit Theme: Kick Ball (Dental Hygiene)	WEEK 5 Unit Theme: Kick Ball (Dental Hygiene)	WEEK 6 Unit Theme: YogiBOTS
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.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</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</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>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 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>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 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>Activity</p> <p>**Formative Assessment</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Demonstrate the proper way to kick a ball - Illustrate how to take care of their teeth <p>**Observations, Checklist</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Demonstrate the proper way to kick a ball - Illustrate how to take care of their teeth <p>**Observations, Checklist</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Display yoga positions and stretches <p>**Observations, Checklist</p>
<p>Resources/ Materials</p>	<p>Balls, cones</p>	<p>Balls, cones</p>	<p>PA system, music, tape (markers)</p>
<p>Homework</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Practice kicking a ball - Discuss how to take care of their teeth 	<p>Students will:</p> <ul style="list-style-type: none"> - Practice kicking a ball - Discuss how to take care of their teeth 	<p>Students will:</p> <ul style="list-style-type: none"> - Practice Yoga positions and stretches
<p>ESLRs</p>	<p>UPIES</p>	<p>UPIES</p>	<p>UPIES</p>

CURRICULUM MAP

Subject: Physical Education & Health

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

Month <u>January-March</u>	WEEK 7 Unit Theme: Kinder Olympics	WEEK 8 Unit Theme: Chamoru Week	WEEK 9 Unit Theme: Skills Review/Assessment
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<p>Activity</p> <p>**Formative Assessment</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Participate in team sport activities <p>** Observations, Product</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Participate in team sport activities - Explain the significance of Chamoru Month <p>** Observations, Product</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Recall skills taught during the quarter <p>**Observations, Product</p>
<p>Resources/ Materials</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>Homework</p>	<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>
<p>ESLRs</p>	<p>UPIES</p>	<p>UPIES</p>	<p>UPIES</p>