

	<u>CURRICULUM</u> <i>End Product of Learning, "What" You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, "How" You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/ Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to "KNOW".	SKILL: What we want students to "DO".	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
1 st Quarter (August-October)	<p>19A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.</p> <p>19B. Analyze various movement concepts and applications.</p> <p>19C. Demonstrate knowledge of rules, safety and strategies during physical activity.</p> <p>20A. Know and apply the principles and components of health-related fitness.</p> <p>20B. Assess individual fitness levels.</p> <p>20C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</p> <p>21A. Demonstrate individual responsibility during group physical activities.</p> <p>21B. Demonstrate cooperative skills during</p>	<p>Identify body parts.</p> <p>Explain Difference between general & personal space.</p> <p>Explain the importance of moving safely throughout gym</p> <p>Tell difference between right/left</p> <p>Identify a variety of colors</p> <p>Important aspects of eye hand coordination.</p> <p>Proper form for: Skipping Galloping Walking Running Hopping Jumping Leaping Sliding to side</p> <p>Non-locomotor concepts & terminology</p> <p>Basic components of fitness</p> <p>Proper form for tossing/catching</p>	<p>Demonstrate finding personal space.</p> <p>Start & Stop on Cue</p> <p>Travel safely through general space</p> <p>Make a safe stop on 2 feet</p> <p>Name different colors</p> <p>Identify names of body parts</p> <p>Distinguish between rt/left</p> <p>Perform locomotor, non-locomotor movements.</p> <p>Travel using 8 forms of locomotion</p> <p>Travel on different body parts</p> <p>Travel forward, backwards & Sideways</p> <p>Travel @ different speeds</p>	<p>Teacher directed</p> <p>Guided discovery</p> <p>Free exploration</p> <p>Demonstration</p> <p>Assessment</p>	<p>PBA-rubric</p> <p>Teacher observation</p> <p>Verbal questioning</p> <p>Active participation/ assessment during game play</p> <p>Beanbag rubric</p> <p>Hula Hoop rubric</p> <p>Ball Skill checklist</p> <p>Ballon rubric</p>

Course/Subject: Physical Education		CURRICULUM MAP		Grade: Kindergarten	
	structured group physical activity.	<p>Proper height for tossing</p> <p>Basic components of Balance</p> <p>Difference between forward, backwards & sideways</p> <p>Difference b/t fast, medium & slow</p> <p>Definition of opposition</p>	<p>Toss & catch with little movement of feet</p> <p>Bounce ball with little movement of feet</p> <p>Toss & catch bean bag in a variety of ways</p> <p>Balance with bean bag in a variety of ways</p> <p>Move with bean bag in a variety of ways</p> <p>Tap balloon in different ways.</p> <p>Move w/ balloon in different ways.</p> <p>Patterns of 2-3</p> <p>Track balloon w/ eyes.</p> <p>Tap balloon while staying in personal space (5x).</p> <p>Toss and catch balloon w/ 2 hands while moving.</p> <p>Bounce/catch ball.</p> <p>Toss/catch ball.</p> <p>Move w/ a hula-hoop in a variety of ways</p> <p>Perform daily cardio-vascular fitness and/or strength training.</p>		

Course/Subject: Physical Education		CURRICULUM MAP		Grade: Kindergarten	
			Manipulatives: Bean Bags Balloons Hula Hoops Ball Skills Underhand Toss & Catch		
2 nd Quarter (October-January)	19A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. 19B. Analyze various movement concepts and applications. 19C. Demonstrate knowledge of rules, safety and strategies during physical activity. 20A. Know and apply the principles and components of health-related fitness. 20B. Assess individual fitness levels. 20C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan. 21A. Demonstrate individual responsibility during group physical activities. 21B. Demonstrate	Understand safety rules. Demonstrate different ways to balance. How to develop upper body strength Proper form. Opposition Simple rules Lead-up games Proper way to ride scooter (seat/stomach). Teamwork with parachute. Students should know how to manipulate the parachute (up/down, fast/slow). 8 forms of locomotion Non-Locomotor Movements & Terminology Body Part identification	Move using a variety of locomotor skills around jump rope Demonstrate jumping & hoppings patterns Make a variety of shapes & patterns w/ rope Explore a variety of jumping & turning techniques Jumping w/o rope. Use correct form when turning rope Ride correctly on scooter(stomach/seat) Pulling/pushing scooter. Move w/ scooter safely through general space Simple games Perform daily fitness Roll/Bowl using	Verbal cues Demonstration. Modeling Direct Instruction Student Modeling Individual Exploration	Teacher monitoring PBA rubric Jump Rope Rubric Teacher Observation Bowling rubric Verbal questioning by teacher Active participation during game play Scooter assessment Parachute rubric

Course/Subject: Physical Education		CURRICULUM MAP		Grade: Kindergarten	
	cooperative skills during structured group physical activity.		<p>smaller balls Use correct form when rolling/bowling ball</p> <p>Step w/ opposition</p> <p>Follow simple patterns of 3-4 w/ rhythm sticks</p> <p>Develop rhythm, coordination & timing w/ rhythm sticks</p> <p>Work cooperatively to accomplish goal w/parachute</p> <p>Use correct grip w/ parachute</p> <p>Follow all safety rules w/ parachute</p> <p>Manipulatives Jump ropes on ground Individual jump ropes Scooter skills Rhythm sticks Bowling/Rolling Parachute Long jump ropes</p>		
3 rd Quarter (January-April)	<p>19A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.</p> <p>19B. Analyze various</p>	<p>Understand safety rules</p> <p>Understand components of fitness</p> <p>Understand proper form for rolls, animal walks & stunts</p>	<p>Stunts & Tumbling Rolls Animal Walks Balance Stunts & Tricks Individual Partner</p>	<p>Verbal cues</p> <p>Demonstration.</p> <p>Modeling</p> <p>Direct Instruction</p>	<p>Teacher monitoring</p> <p>PBA rubric</p> <p>Tumbling Rubric</p> <p>Teacher Observation</p>

Course/Subject: Physical Education		CURRICULUM MAP			Grade: Kindergarten
	<p>movement concepts and applications.</p> <p>19C. Demonstrate knowledge of rules, safety and strategies during physical activity.</p> <p>20A. Know and apply the principles and components of health-related fitness.</p> <p>20B. Assess individual fitness levels.</p> <p>20C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</p> <p>21A. Demonstrate individual responsibility during group physical activities.</p> <p>21B. Demonstrate cooperative skills during structured group physical activity.</p>	<p>Understand difference between personal/general space</p> <p>Understand components of balance</p> <p>Understand proper form for apparatus activities</p> <p>How to set-up to perform a proper overhand throw</p> <p>How to catch with one hand, two hands</p> <p>8 forms of locomotion</p> <p>Non locomotor concepts & Terminology</p> <p>Dance terminology & Basic steps</p> <p>Spatial awareness</p> <p>Routines for individual & partner dance</p> <p>Eye hand coordination</p> <p>How to successfully work as a team to achieve goal</p>	<p>Apparatus Climbing rope Rings Balance Beams</p> <p>Throwing Side to target Arm back & up Opposite step Release & follow-Through</p> <p>Catching One hand, two hands</p> <p>Dance Perform basic routine Simple locomotor movements Individual Partner</p> <p>Scarves One hand toss/catch Two hand toss & catch Move w/scarf in a variety of ways Track scarf w/ eyes</p> <p>Teambuilding Cooperation Communication Problem Solving Decision Making Risk Taking Trust</p>	<p>Student Modeling</p> <p>Individual Exploration</p>	<p>Throw/catch rubric</p> <p>Verbal questioning by teacher</p> <p>Active participation during game play</p> <p>Dance check-off</p> <p>Worksheets</p>
<p>4th Quarter</p> <p>(April-June)</p>	<p>19A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.</p>	<p>Understand importance of safety</p> <p>Understand proper grip & form for paddle skills</p> <p>Understand proper toss for</p>	<p>Paddle Skills Strike object with the paddle off of a bounce and also off of a toss</p> <p>Students will be able to aim at a target and</p>	<p>Verbal cues</p> <p>Demonstration.</p> <p>Modeling</p> <p>Direct Instruction</p>	<p>Teacher monitoring</p> <p>PBA rubric</p> <p>Teacher Observation</p> <p>Kicking rubric</p>

Course/Subject: Physical Education		CURRICULUM MAP			Grade: Kindergarten
	<p>19B. Analyze various movement concepts and applications.</p> <p>19C. Demonstrate knowledge of rules, safety and strategies during physical activity.</p> <p>20A. Know and apply the principles and components of health-related fitness.</p> <p>20B. Assess individual fitness levels.</p> <p>20C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</p> <p>21A. Demonstrate individual responsibility during group physical activities.</p> <p>21B. Demonstrate cooperative skills during structured group physical activity.</p>	<p>paddle skills</p> <p>Understand benefits of paddle skills</p> <p>Understand how to dribble w/different parts of feet</p> <p>Correct form for passing, dribbling & trapping ball</p> <p>Understand simple rules of games</p> <p>Cardiovascular fitness</p> <p>Understand pacing</p> <p>How to build strength, endurance & speed/ flexibility</p> <p>Students will know and understand the benefits of cardiovascular fitness.</p> <p>Understand benefits of recreational games</p>	<p>strike the object towards that target</p> <p>Kicking Proper approach Strike with inside of the foot Aim towards target and hit target</p> <p>Dribble Control ball with insides of feet Keep ball close to feet</p> <p>Trapping Stop ball with inside or bottom of foot</p> <p>Fitness Students will be able to determine own pace Students will determine which exercises improve which parts of their body</p>	<p>Student Modeling</p> <p>Individual Exploration</p>	<p>Verbal questioning by teacher</p> <p>Active participation during game play</p> <p>Paddle rubric</p>