

**Portales Municipal Schools
CURRICULUM MAP**

Subject:	Physical Education/ Health	2018	Grade Level: Kindergarten
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ESSENTIAL QUESTIONS:					
	PERFORMANCE STANDARD And Benchmarks	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I = Introduce R= Review AND Extend M = Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
F i r s t N i n e W e e k s	Standard 5 Benchmark 1-5 Standard 6 Benchmark 2 & 3 Standard 7 Benchmark 2& 3 Standard 1 Benchmark 2 Standard 2 Benchmark 1 Standard 3 Benchmark 1-2 Standard 4 Benchmark 1-3	<p style="color: red;">Anti-Bullying (Helpful vs. Hurtful)</p> <p style="color: blue;">Balance</p> <p style="color: blue;">Heart Health</p>	<p>Students will learn and understand what it means to be helpful vs. hurtful and participate in activities that help them practice being a helpful friend.</p> <p>Students will apply basic concepts of balance by participating in balance activities. They will also participate in balance stations.</p> <p>Students will learn and understand basic vocabulary about where the heart is, how big it is, what it does, arteries and veins, and heart rate. They will then participate in activities to review those concepts and vocabulary.</p>	<p>Teacher Observation/Mini Test</p> <p>Teacher observation and Checklist/Rubric</p> <p>Teacher Observation and feedback from students every day.</p> <p>Teacher created written test/journal activity.</p>	<p>Team Building Activities <u>Never Play Leapfrog with a Unicorn</u> <u>Ready-to-Use P.E. Activities for Grades K-2</u> Teacher made pictures for hurtful and helpful.</p> <p><u>Children Moving (6th Edition) A Reflective Approach to Teaching Dynamic Physical Education for Elementary School Children</u> www.pecentral.com Any equipment used for balance stations (carpet squares, balance beams, balance stilts, balance balls, stepping stones, etc.)</p> <p>Five for Life Curriculum The Heart Treasure Chest – American Heart Association Jump Rope for Heart Information</p>

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ESSENTIAL QUESTIONS: Why is it important to be active? What different skills can we use to be active? What are some ways we can show we are kind people?

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S e c o n d N i n e W e e k s	Standard 1 Benchmark 1-2	Fitness (Anaerobic and Aerobic Fitness)	Students will participate (race) in a fitness obstacle course that allows them to race another student while getting their heart rate up. It will also allow them to go through, over, under, around objects as well as jump, roll, crawl, and run before finishing.	Teacher Observation and Feedback	www.pecentral.com <u>Dynamic Physical Education for Elementary School Children</u> Equipment the teacher decides to use to create the obstacle course.
	Standard 2 Benchmark 1-2				
	Standard 3 Benchmark 1-2				
	Standard 4 Benchmark 1-3				
	Standard 1 Benchmark 2-3	Jumping and Landing (Jump Ropes)	Students will apply jumping and landing concepts through the use of jump ropes. They will learn and apply proper use of short jump ropes through participation and practice.	Teacher Observation Checklist Jumping Rubric to see what cues are being followed (teacher created)	www.americanheart.org www.naturalphysiques.com
	Standard 3 and 4				
	Standard 3 Benchmark 1-2	Health (Be Active)	Students will learn what it means to be active and the benefits of being active (strong muscles, less fat, learn better, sleep better, strong heart, more energy, and happy). They will also participate in activities that help them to be active.	Teacher observation and student feedback. Be Active Worksheet/Journal Activity	Five for Life Curriculum Teacher Created Posters
	Standard 4 Benchmark 1-3				
	Standard 7 Benchmark 1-3				

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S e c o n d N i n e W e e k s	Standard 1 Benchmark 2	Muscle Endurance/Strength (Scooter Activities)	Students will demonstrate and participate in activities that increase muscle strength. They will also rely on their knowledge of chasing, fleeing, and dodging.	Check list for safety	<u>Ready-to-Use P.E. Activities for Grades K-2</u> www.pecentral.com Scooters for students
	Standard 2 Benchmark 2				
	Standard 1 Benchmark 1	Chasing, Fleeing and Dodging	Students will continue to apply basic concepts of chasing, feeling and dodging by participating in many different activities and games throughout the first second weeks.	Teacher observation and checklist for safety.	www.pecentral.com <u>Ready-to-Use P.E. Activities for Grades K-2</u> <u>Dynamic Physical Education for Elementary School Children</u>
	Standard 2 Benchmark 1-2				
	Standard 1 Benchmark 3				
	Standard 2 Benchmark 3	Throwing	Students will learn and use the correct cues for throwing underhand and overhand as well as catching. They will also participate in numerous activities using both underhand and overhand throwing.	Teacher checklist for use of cues	www.pecentral.com <u>Dynamic Physical Education for Elementary School Children</u> Balls, scarves, bean bags and other objects to throw. Hula hoops, boxes, etc. for throwing into or at.
Standard 2 Benchmark 3					
			Students will also practice throwing in the game of Battleship.		

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	PERFORMANCE STANDARD And Benchmarks	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I = Introduce R= Review AND Extend M = Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
T h i r d N i n e W e e k s	Standard 1 Benchmark 1-2	Anaerobic Fitness	Students will work on their anaerobic fitness while participating in relay races that are created by the teacher.	Teacher Observation and Student Feedback on their Heart Rate	www.pecentral.com Any equipment that the teacher decides to use for the relay races (bouncy balls, scooters, jump ropes, hula hoops, cones, etc.)
	Standard 2 Benchmark 1-2				
	Standard 3 Benchmark 1-2				
	Standard 4 Benchmark 1-3				
	Standard 1 Benchmark 3	Eye-Hand Coordination	Students will learn and practice the basic cues for juggling through juggling scarves in a variety of activities.	Teacher Observation Checklist	www.pecentral.com <u>Children Moving (6th Edition) A Reflective Approach to Teaching Dynamic Physical Education for Elementary School Children Scarves</u>
	Standard 2 Benchmark 1-3				
	Standard 1 Benchmark 1-2				
	Standard 2 Benchmark 1-2	Rhythms/Dance	Students will participate in dance activities using scarves after using multiple components of rhythms (timing and creativity) with scarves to music throughout the week.	Teacher Observation and Student Performance for classroom teacher	<u>Teaching Children Dance: Become a Master Teacher Scarves and Music</u>
	Standard 4 Benchmark 2				
	Standard 6 Benchmark 1				
Standard 7 Benchmark 1-4					

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T h i r d N i n e W e e k s	Standard 1 Benchmark 1-2	Fitness (Sight Words)	Students will continue to work on their overall level of fitness and getting their heart rate up by participating in numerous activities that not only get them moving but help them work on their sight words that they are learning in the classroom.	Teacher Observation	<u>Learning in Motion: Teaching Language Arts and Math through Movement</u> Consult with classroom teachers to get sight words. Cards made with sight words, individual letters printed out, and jump ropes.
	Standard 2 Benchmark 1-2				
	Standard 3 Benchmark 1-2				
	Standard 4 Benchmark 1-3				
	Standard 1 Benchmark 3	Eye-Hand Coordination	Students will improve eye-hand coordination through participation in Cup Stacking using Speed Stacks to complete the Cup Stacking cycle using a right-left pattern with their hands.	Teacher observation of using right-left pattern and individual participation.	www.speedstacks.com Speed Stacks Stacker Training Sports Kit Speed Stacks for all students, carpet squares to sit on, and pictures of stacks for SSS students to use when stacking.
	Standard 2 Benchmark 1-3				
	Standard 7 Benchmark 2				
	Standard 1 Benchmark 3	Concentration	Students will improve concentration by participating and practicing in the sport of Cup Stacking.	Teacher observation of individual observation.	www.speedstacks.com Speed Stacks Stacker Training Sports Kit Speed Stacks for all students, carpet squares to sit on, and pictures of stacks for SSS students to use when stacking.
	Standard 2 Benchmark 3				
	Standard 5 Benchmark 1, 4-5				
Standard 7 Benchmark 2					

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T h i r d N i n e W e e k s	Standard 1 Benchmark 3	Ambedexterity	Students will develop and improve their ambidexterity by participating and practicing the whole Speed Stacks cycle using the right-left hand pattern.	Teacher Observation of individual participation.	www.speedstacks.com Speed Stacks Stacker Training Sports Kit Speed Stacks for all students, carpet squares to sit on, and pictures of stacks for SSS students to use when stacking.
	Standard 2 Benchmark 3				
	Standard 5 Benchmark 1, 4-5				
	Standard 7 Benchmark 2	Anti-Bullying (Bucket Fillers)	Students will continue to demonstrate what it means to be a good friend and review the vocabulary and concept of being a Bucket Filler vs. a Bucket Dipper. They will then participate in activities where they will get the opportunity to practice being Bucket Fillers. They will continue to use this concept through the remainder of the year and everything that they do in P.E.	Teacher Observation	Previous Resources
	Standard 5 Benchmark 1-5				
	Standard 6 Benchmark 2 & 3				
	Standard 7 Benchmark 2& 3	Locomotors	Students will continue to practice and use the correct technique for locomotor movements in a variety of activities or warm-up activities upon arriving at class.	Teacher Observation and Checklist	www.pecentral.com <u>Never Play Leapfrog with a Unicorn</u> <u>Children Moving (6th Edition) A Reflective Approach to Teaching Dynamic Physical Education for Elementary School Children</u>
	Standard 1 Benchmark 1 & 2				
	Standard 2 Benchmark 1,2 & 3				
	Standard 1 Benchmark 1 & 2	Chasing, Fleeing, and Dodging	Students will continue to use concepts of chasing, feeling and dodging by participating in many different activities and games throughout the third nine weeks.	Checklist for safety	www.pecentral.com <u>Ready-to-Use P.E. Activities for Grades K-2</u> <u>Dynamic Physical Education for Elementary School Children</u>
Standard 2 Benchmark 1,2 & 3					

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T h i r d N i n e W e e k s	Standard 1 Benchmark 2-3 Standard 3 and 4 Standard 2 Benchmark 2 Standard 1 Benchmark 2 Standard 4 Benchmark 1 Standard 3 Benchmark 1-2 Standard 4 Benchmark 1-3 Standard 7 Benchmark 1-3	<p>Jumping and Landing (Jump Rope)</p> <p>Personal and General Space</p> <p>Stretching</p> <p>Health (Heart and Be Active)</p>	<p>Students will continue to practice jump roping the correct way using the cues they have previously learned.</p> <p>Students will use/remember concepts of personal and general space by participation in numerous activities.</p> <p>Students will learn and participate to stretch correctly when they come to P.E.</p> <p>Students will review heart and be active vocabulary and concepts when they come to p.e. on a daily basis.</p>	<p>Teacher checklist</p> <p>Teacher Observation</p> <p>Observation</p> <p>Student feedback of the information.</p>	<p>Jump Ropes www.americanheart.org www.naturalphysiques.com</p> <p>These concepts are used in any and all activities that are done in physical education.</p> <p>Old and new stretches are done every time they come to P.E. Five for Life Curriculum</p> <p>All resources used previously for these topics.</p>

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F o u r t h N i n e W e e k s	Standard 1 Benchmark 1-2	Fitness	Students will participate in numerous activities using noodles, soccer balls, hula hoops, and jump ropes throughout the fourth nine weeks.	Teacher observation Checklist Journal entries for learning cues	www.pecentral.com <u>Never Play Leapfrog with a Unicorn</u> <u>Children Moving (6th Edition) A Reflective Approach to Teaching Dynamic Physical Education for Elementary School Children</u> <u>Chicken and Noodle Games</u>
	Standard 2 Benchmark 1-2				
	Standard 3 Benchmark 1-2				
	Standard 4 Benchmark 1-3				
	Standard 1 Benchmark 1 & 3	Jumping and Landing (Long Jump Rope)	Students will learn how to jump using a long jump rope. They will learn to jump and twirl with a long rope.	Teacher observation	<u>Children Moving (6th Edition) A Reflective Approach to Teaching Dynamic Physical Education for Elementary School Children</u>
	Standard 3 and 4				
	Standard 6				
	Standard 7 Benchmark 1-3	Chasing, Fleeing, and Dodging	Students will continue to use concepts of chasing, feeling and dodging by participating in increasing complex activities and games throughout the fourth nine weeks.	Teacher Observation	www.pecentral.com <u>Never Play Leapfrog with a Unicorn</u> <u>Children Moving (6th Edition) A Reflective Approach to Teaching Dynamic Physical Education for Elementary School Children</u>
	Standard 1 Benchmark 1 & 2				
	Standard 2 Benchmark 1,2 & 3				

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F o u r t h N i n e W e e k s	Standard 1 Benchmark 3	Throwing	Students will review and use the correct cues for throwing underhand and overhand as well as catching. They will also participate in a game(s) that they will have to throw overhand and underhand correctly.	Teacher Checklist	www.pecentral.com Please see other resources used from previous times when throwing was done.
	Standard 2 Benchmark 3				
	Standard 1 Benchmark 3	Tossing and Catching	Students will improve their visual tracking through activities that involve tossing and catching.	Teacher Observation, Checklist, or Rubric for Cues	Frisbees, scarves, foam balls, noodles, hula hoops, scoops, and whiffle balls. www.pecentral.com <u>Never Play Leapfrog with a Unicorn</u> <u>Children Moving (6th Edition) A Reflective Approach to Teaching Dynamic Physical Education for Elementary School Children</u>
	Standard 2 Benchmark 2 & 3				
	Standard 4 Benchmark 2				
	Standard 1 Benchmark 3	Foot-Eye Coordination	Students will learn and use foot-eye coordination by participating in activities and games that reinforce skills of dribbling, passing, and trapping a soccer ball.	Teacher observation/checklist	Soccer balls, poly spots, foam hurdles for goals, and jerseys. www.pecentral.com <u>Ready-to-Use P.E. Activities for Grades K-2</u> <u>Dynamic Physical Education for Elementary School Children</u>
Standard 2 Benchmark 1-3					

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F o u r t h N i n e W e e k s	Standard 1 Benchmark 1 & 3 Standard 3 and 4 Standard 6 Standard 7 Benchmark 1-3 Standard 2 Benchmark 2 Standard 1 Benchmark 2 Standard 4 Benchmark 1 Standard 3 Benchmark 1-2 Standard 4 Benchmark 1-3 Standard 7 Benchmark 1-3	<p>Jumping and Landing (Jump Rope)</p> <p>Personal and General Space</p> <p>Stretching</p> <p>Health (Heart, Be Active, and Nutrition)</p>	<p>Students will continue to practice jump roping the correct way using the cues they have previously learned.</p> <p>Students will use/remember concepts of personal and general space by participation in numerous activities.</p> <p>Students will learn and participate to stretch correctly when they come to P.E.</p> <p>Students will review heart and be active vocabulary and concepts when they come to p.e. on a daily basis.</p>	<p>Teacher checklist</p> <p>Teacher Observation</p> <p>Observation</p> <p>Student feedback of the information.</p>	<p>Jump Ropes www.americanheart.org www.naturalphysiques.com</p> <p>These concepts are used in any and all activities that are done in physical education.</p> <p>Old and new stretches are done every time they come to P.E. Five for Life Curriculum</p> <p>All resources used previously for these topics.</p>

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F o u r t h N i n e W e e k s	Standard 5 Benchmark 1-5 Standard 6 Benchmark 2 & 3 Standard 7 Benchmark 2& 3	Anti-Bullying	Students will continue to demonstrate what it means to be a good friend and review the vocabulary and concept of being a Bucket Filler vs. a Bucket Dipper. They will then participate in activities where they will get the opportunity to practice being Bucket Fillers. They will continue to use this concept through the remainder of the year and everything that they do in P.E. Students will also be introduced to the term bully and what it really means.	Feedback from students Written Test/True or False test completed by students?	<u>I Will Be Your Friend</u> <u>Have You Filled a Bucket Today?</u> <u>A Guide to Daily Happiness for Kids</u> Information from our District Wide Anti-Bullying Policy
	Standard 1 Benchmark 1 & 2 Standard 2 Benchmark 1,2 & 3	Locomotors	Students will continue to practice and use the correct technique for locomotor movements in a variety of activities or warm-up activities upon arriving at class.	End of Year Exam/Checklist	

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