

LITTLE ROCK SCHOOL DISTRICT

August 2012

Physical Education and Health Curriculum Map

Kindergarten

Little Rock School District

Grade K Physical Education

Month	Content	Skills/Benchmarks	Essential Questions	Assessments	Strategies/Resources
August	Week 1 and 2 Orientation/Personal Space/General Space	<p>PEL Curriculum Framework (2011):</p> <p><i>[Please note: Only the most relevant standards are listed. It is understood that all other applicable standards are also addressed.]</i></p> <p>PEL.1.K.4 Move appropriately in general space within boundaries without falling down and bumping into others</p> <p>PEL.1.K.2 Move forward, side-to-side, high/medium/low, stop/go, under, over, behind, beside, and through</p>	Do students understand the difference between personal and general space?	Teacher Observation	<p>SPARK PE Curriculum K-2</p> <p>See TABS in your Spark Program Manual to locate resources for each unit.</p>
September	Week 3 and 4 Locomotor Skills, Levels/Directions	<p>PEL.3.K.11 Understand the importance of participating in daily moderate to vigorous physical activity</p> <p>PEL.1.K.3 Move body limbs (e.g., high, low and medium).</p> <p>PEL.1.K.5 Perform <i>locomotor</i> movements:</p> <ul style="list-style-type: none"> • crawl • walk • jump • hop 	Can students perform various locomotor skills at different levels/directions?	Teacher Observation	SPARK PE Curriculum K-2

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	<p>Week 5 and 6 Space/Tempo/ Pathways/ Creative moves</p>	<ul style="list-style-type: none"> • gallop • skip • slide • leap • jog • run <p>PEL.1.K.6 Perform the following <i>non-locomotor</i> movements:</p> <ul style="list-style-type: none"> • <i>balance</i> • bend • stretch • turn • twist • shake • cross-lateral (crossing the mid-line of the body) • push • pull • sway <p>PEL.1.K.1 Demonstrate <i>dynamic</i> and <i>static</i> movements, and <i>dynamic</i> and <i>static balance</i> using various body positions (e.g., animal movements)</p>	<p>Can students respond appropriately to cues involving space/tempo/pathways and creative moves?</p>	<p>Teacher Observation</p>	<p>SPARK PE Curriculum K-2</p>

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October	Week 7 Body Management/ Balance	<p>PEL.3.K.9 Explore strength building activities (e.g., animal walk, scooter activities, push up and hold)</p> <p>PEL.3.K.6 Understand that the body needs proper <i>nutrition</i> and water to function</p>	Are the activities increasing the students' balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum K-2
	Week 8 and 9 Kicking/Trapping	<p>PEL.1.K.15 Use limited body movement when kicking with the dominant leg</p> <p>PEL.1.K.16 <i>Trap</i> a moving ball with the foot</p>	Can students receive passes, trap and control balls in different ways?	Teacher Observation	SPARK PE Curriculum K-2
	Week 10 and 11 Striking	<p>PEL.1.K.12 Use limited body movement when striking an object using the dominant arm</p>	Are the activities providing opportunities for students to learn and practice striking an object that is stationary or moving?	Teacher Observation	SPARK PE Curriculum K-2
November	Week 12 and 13 Dribbling	<p>PEL.1.K.10 Bounce a ball using one or two hands in self-space and general space</p> <p>PEL.1.K.14 Move a ball with the feet</p>	Can students continually bounce a ball without catching it?	Teacher Observation	SPARK PE Curriculum K-2

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	Week 14 and 15 Volleying	PEL.1.K.13 Volley a balloon with the hands PEL.5.K.2 Use and share equipment within personal space safely and properly	Can the students volley an object with various body parts at varying levels?	Teacher Observation	SPARK PE Curriculum K-2
December	Week 16 and 17 Dance/Rhythm	PEL.1.K.7 Travel to a beat by marching, clapping, and stomping with a fast and slow pace, using even and uneven <i>rhythm</i> PEL.3.K.5 Understand that the body is composed of muscles and bones	Is a child's creative potential enhanced through music, dance and rhythmic forms?	Teacher Observation	SPARK PE Curriculum K-2
December/January	Week 18 and 19 Stunts/Tumbling	PEL.3.K.7 Recognize that the body is capable of a wide range of movement (e.g., bending, stretching, twisting) PEL.4.K.1 Recognize that exercise takes place during active play and builds a healthy heart and lungs	Are stunts and tumbling activities increasing the students' balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum K-2

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January	Week 20 and 21 Parachute	PEL.5.K.3 Participate in cooperative play PEL.5.K.1 Identify acceptable behaviors while participating in physical activities (e.g., not quitting on the first attempt, taking turns, etc.)	Are parachute activities providing all students opportunity to participate successfully?	Teacher Observation	SPARK PE Curriculum K-2
January/ February	Week 22, 23 and 24 Manipulatives/ Speed Stacks	PEL.2.K.1 Identify upper body parts: <ul style="list-style-type: none"> • head • forehead • chin • chest • eyes, ears, nose, mouth, • shoulders, arm, neck, elbows, wrist, right hand, left hand, fingers • back, waist, stomach PEL.2.K.2 Identify lower body parts: <ul style="list-style-type: none"> • hip, thigh, calf, heel, ankles, knees, right foot, left foot, leg, toes 	Are students' kinesthetic experiences enhanced while using a variety of manipulatives?	Teacher Observation	SPARK PE Curriculum K-2

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February	Week 25 and 26 Jumping	<p>PEL.3.K.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop <i>cardio-respiratory</i> endurance</p> <p>PEL.3.K.1 Locate the heart and understand that it is the size of a fist</p> <p>PEL.3.K.2 Know that the heart functions as a pump for blood</p>	Do jumping activities provide personal improvement opportunities and development of cardio-respiratory endurance?	Teacher Observation	SPARK PE Curriculum K-2
March	Week 27 and 28 Chasing/Fleeing	<p>PEL.3.K.3 Recognize the change in breathing and heart beat while participating in a moderate to vigorous activity</p>	Are students' participating safely while playing chasing/fleeing games?	Teacher Observation	SPARK PE Curriculum K-2
March/ April	Week 29 and 30 Catching/Throwing	<p>PEL.1.K.8 Use limited body movement when throwing with the dominant arm</p> <p>PEL.1.K.9 Extend arms toward thrower when catching an object</p> <p>PEL.1.K.11 Catch a self-tossed object</p>	Can students successfully roll, throw, and catch an object?	Teacher Observation	SPARK PE Curriculum K-2

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April	Week 31 and 32 Games	PEL.2.K.3 Participate in <i>low-organized games</i> that utilize basic <i>motor skills</i>	Are the games encouraging and reinforcing movement skills, strategies and cooperation?	Teacher Observation	SPARK PE Curriculum K-2
May	Week 33 and 34 Fitness/Flexibility/ Circuits	PEL.2.K.4 Know that the body and brain need activity for optimal function: oxygen to the brain ability to focus PEL.3.K.8 Participate in stretching activities that improve <i>flexibility</i> : <ul style="list-style-type: none"> • <i>dynamic</i> warm up • teacher-led stretching held for a short period of time without bouncing PEL.3.K.10 Practice specific strength building activities (e.g., pull-ups, push-ups, modified push-ups, plank, flex arm hang)	Are students being encouraged to meet the fitness level and social structure of the activities?	Teacher Observation	SPARK PE Curriculum K-2

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	<p>Week 35 and 36 Fitness Assessments/ Games</p>	<p>PEL.3.K.13 Participate in a nationally recognized health-fitness assessment:</p> <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> <p>PEL.3.K.12 Practice appropriate activities to improve <i>muscular endurance</i> (e.g., curl-ups, partial curl-ups)</p> <p>PEL.4.K.2 Recognize a variety of lifetime physical activities (e.g., fishing, bird watching, hiking, camping, golf, running)</p>		<p>Teacher Observation Fitnessgram</p>	<p>SPARK PE Curriculum K-2 Fitnessgram</p>