

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Physical Education
Kindergarten

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p>The Physical Education Environment /Responsible Behavior</p> <p>Weeks 1-2/ Ongoing</p>	<p>P.10.3. Follow safety and age-appropriate classroom and playground rules and procedures.</p> <p>E.10.3. Demonstrate knowledge of rules, safety practices and procedures of specific activities.</p>	<ul style="list-style-type: none"> • Recognize and react appropriately to start, stop, listening, and directive cue. • Recognize expectations for safe use and care of equipment. • Develop an understanding of playground rules and the ability to safely use equipment. • Become familiar with classroom routines (entering and exiting gym, getting equipment, cleaning up, etc.) 	<ul style="list-style-type: none"> • Assessment Rubrics • Student questioning and response • Observation checklists • Self-assessment 	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4th edition, George Graham, 1998.</p>

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Movement Concepts Weeks 7	<p>P.10.1. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space.</p> <p>P.9.2. Demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move through an environment with body control.</p> <p>E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environment.</p>	<ul style="list-style-type: none"> • Identify and demonstrate personal and general space. • Explore concepts of time, force, and flow. • Travel in different directions, and freeze at different levels. • Use locations, directions, levels, pathways, and extensions in movements. • Examine relationships (body parts, with objects and people) and how they impact movement, including matching and mirroring. 	<ul style="list-style-type: none"> • Assessment Rubrics • Student questioning and response • Observation checklists • Self-assessment 	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4th edition, George Graham, 1998.</p>

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	<p>P.9.5. Respond to cues and problem-solve as well as use whole self in personal and general space.</p> <p>E.9.4. Acquire beginning skills for a few specialized movement forms.</p>			

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<p>Movement Skill Themes</p> <p>Weeks 12</p>	<p>E.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement.</p> <p>P.10.1. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space.</p> <p>E.9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor,</p>	<ul style="list-style-type: none"> • Demonstrate the ability to perform simple locomotor (walk, run, skip, hop, gallop, etc.) and non-locomotor movements (bend, twist, swing, etc.) • Perform simple balances involving different body parts and positions. • Experiment with balancing on different bases of support including low level apparatus. (boards, balance beams) • Travel in different directions, and freeze at different levels. • Develop the ability to construct locomotor sequences. • Explore beginning concepts used in chasing, fleeing, and dodging activities. • Understand the cues needed to jump and land using basic patterns, obstacles, and turned ropes, as well as jumping for distance and height. • Transfer weight from feet to hands, feet to back, and on and off equipment. • Explore rolling sideways, onto back, and rocking. 	<ul style="list-style-type: none"> • Assessment Rubrics • Student questioning and response • Observation checklists • Self-assessment 	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4th edition, George Graham, 1998.</p>

	<p>nonlocomotor and manipulative, in a closed environment (skills in isolation).</p> <p>E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments.</p> <p>E.9.4. Acquire beginning skills for a few specialized movement forms.</p>			
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Manipulative Skills Weeks 7	<p>P.10.1. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space.</p> <p>E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities.</p> <p>E (elementary).9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor,</p>	<ul style="list-style-type: none"> • Kick a stationary ball, kick a ball in the air, drop and kick a ball, kick a rolling ball, and punt different types of balls. • Demonstrate throwing a ball using pre-control cues at a large target, and to a partner. • Demonstrate throwing a ball using overhand, underhand, and sidearm cues. • Explore concepts in catching by catching a rolling ball and a ball tossed underhand from a skilled thrower. • Explore concept of volleying through striking balloons and lightweight balls upward. • Demonstrate dribbling by dribbling a ball with both hands while remaining stationary and moving. 	<ul style="list-style-type: none"> • Assessment Rubrics • Student questioning and response • Observation checklists • Self-assessment 	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4th edition, George Graham, 1998.</p>

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	<p>nonlocomotor and manipulative, in a closed environment (skills in isolation.)</p> <p>P.11.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand.</p>			

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Striking with Implements Weeks 2-3	<p>E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments.</p> <p>E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities.</p> <p>E (elementary).9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation.)</p>	<ul style="list-style-type: none"> • Demonstrate the ability to balance and strike a balloon on a paddle or racket. • Strike a suspended ball with a paddle or racket. • Explore striking with long-handled implements by striking a stationary ball for control and distance with a safety hockey stick. • Demonstrate the ability to stike a ball off a tee and a suspended ball with a bat. 	<ul style="list-style-type: none"> • Assessment Rubrics • Student questioning and response • Observation checklists • Self-assessment 	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4th edition, George Graham, 1998.</p>

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<p>Cooperative Learning</p> <p>Weeks 3</p>	<p>P.13.2. Interact appropriately with peers and familiar adults (e.g., sharing, taking turns, following rules) with teacher guidance and reinforcement; stay on task for short periods with teacher supervision; listen quietly without interruption for short periods with teacher reinforcement; and exhibit self-control in group situations.</p> <p>E.13.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks.</p> <p>P.13.3. Demonstrate willingness to play with any child in the class; and recognize similarities and appreciate differences in people.</p> <p>E.13.4. Develop skills needed for resolving conflicts peacefully.</p>	<ul style="list-style-type: none"> • Develop appropriate skills for interacting with classmates and adults in the physical education environment. • Explore simple group problem solving. (partners, groups of three, four, etc.) • Demonstrate appropriate skills in resolving conflicts in different activities. • Demonstrate ability to play with classmates in recess and classroom settings. 	<ul style="list-style-type: none"> • Assessment Rubrics • Student questioning and response • Observation checklists • Self-assessment 	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4th edition, George Graham, 1998.</p> <p>Coop Game book?</p>

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Fitness Weeks Ongoing	<p>P.12.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively.)</p> <p>P.12.2 Developmentally appropriate recognition of the effects of physical activity and exercise.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the effects of physical activity and exercise (e.g. breathing, heart rate, and sweat.) • Demonstrate an understanding that different activities have different effects on the body (e.g. rate of breathing, heart rate and sweat when running, walking, going fast or slow.) 	<ul style="list-style-type: none"> • Assessment Rubrics • Student questioning and response • Observation checklists • Self-assessment 	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4th edition, George Graham, 1998.</p>

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<p>Benefits of Physical Activity/ Responsible behavior</p> <p>Weeks Ongoing</p>	<p>P.14.1. Use words to express feelings and emotions; begin to develop positive feelings about being physically active; and with teacher encouragement, make connections between physical activity and fun.</p> <p>E.14.2. Use physical activity as a means of self-expression.</p> <p>P.13.1. Demonstrate safe behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement.</p> <p>E.13.3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities.</p> <p>E.13.4. Develop skills needed for resolving conflicts peacefully.</p>	<ul style="list-style-type: none"> • Through movement, students will use physical activity as a way of self-expression. • Demonstrate positive feelings about physical activity and express those feelings through words, pictures, and simple checklists. • Demonstrate safe behavior for self and toward others by following rules, procedures, and safe practices. • Begin to examine skills needed for peaceful conflict resolution. 	<ul style="list-style-type: none"> • Assessment Rubrics • Student questioning and response • Observation checklists • Self-assessment 	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4th edition, George Graham, 1998.</p>

