

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Physical Education
Topic: Unit #1 Movement Concepts

Grade Level: K

Key Learning:

Students will learn and demonstrate movement concepts and principles in general space.

Students will understand that movement provides opportunity for enjoyment, challenge, self-expression, and social interaction.



Unit Essential Question:

What are movement concepts?

Concept Skills	Concept Safety	Concept Knowledge
Standards: 10.4.3.A,E; 10.5.3.A,B	Standards: 10.3.3.D	Standards: 10.4.3.A,E; 10.5.3.A,B
↓	↓	↓
Lesson Essential Question How can we control and move our body?	Lesson Essential Question What considerations are needed to move safely?	Lesson Essential Question What is personal space? What is general space?
↓	↓	↓
Vocabulary Body Awareness, Space Awareness, Weight Transfer, Exploration, Directions, Effort, Relationships	Vocabulary Safety procedures, rules of play, values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	Vocabulary Space awareness, open space, self space, general space

Additional Information/Resources:

Body awareness includes a knowledge/awareness of the body, how it is controlled and moved. Concepts that are included in body awareness are shapes that body can make (wide, narrow, stretched, curled, twisted), on what body parts the body can balance, and how weight is transferred from one body part to the next.

Space awareness includes where the body moves and is important for young children to understand. Concepts included are general and self-space, direction (forward, backward, sideways, diagonally, and up and down), pathways (straight, narrow, zig-zag), and levels (high, middle, low).

Qualities of body movement include speed, force and flow. Flow can be broken into bound and free.

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Serial movements have breaks between the movements. Free movements move smoothly from one movement to the next with out stopping.

Relationship awareness includes to whom and what the body relates. It can include of body parts, with objects and or people, and with people.

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STUDENT LEARNING MAP

Course/Subject: Physical Education

Grade Level: K

Topic: Unit #2 Locomotors/Non-
Locomotors

Key Learning: Students will apply movement concepts and principles to the learning and development of both locomotor skills and non-locomotor skills.

Students will understand that locomotor and non-locomotor movements provide opportunity for enjoyment, challenge, self-expression, and social interaction.



Unit Essential Question:

What are locomotor skill movements?
What are non-locomotor skills?

Concept Locomotor Skills	Concept Non-Locomotor Skills	Concept
Standards: 10.4.3.A; 10.5.3.A,B,C	Standards: 10.4.3.A; 10.5.3.A,B,C	Standards:
↓	↓	↓
Lesson Essential Question What are the eight locomotor movement skills?	Lesson Essential Question What are movements for non-locomotor skills?	Lesson Essential Question
↓	↓	↓
Vocabulary Skip, Walk, Gallop, Run, Slide, Jump, Hop, Leap	Vocabulary Bending, Turning, Balancing, Pushing, Pulling, Stretching, Twisting	Vocabulary

Additional Information/Resources:

WALK: A form of locomotion in which the body weight is transferred alternately from the ball (toe) of one foot to the heel of the other. At times one foot is on the ground and during a brief phase both feet are on the ground. There is no time when both feet are off the ground.

RUN: A form of locomotion much like the walk except that the tempo and body lean may differ. At time one foot is on the ground and during a brief phase both feet are off the ground. There is no time when both feet are on the ground simultaneously.

LEAP: An exaggerated running step. There is a transfer of weight from one foot to the other and a phase

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when neither foot is in contact with the ground.

JUMP: A form of locomotion in which the body weight is projected from one or two feet and lands on two feet. Basic forms: for height, from height, distance, continuous, and rebounding.

HOP: A form of locomotion in which the body is projected from one foot to the same foot.

SKIP: A locomotor skill that combines a hop and a step (walk or run). The rhythm is uneven.

GALLOP: A form of locomotion that is a combination of an open step by the leading foot and a closed step by the trailing foot. The same foot leads throughout. The rhythm is uneven.

SLIDE: The same thing as the gallop except that the direction of travel is sideways instead of forward. The rhythm is uneven.

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STUDENT LEARNING MAP

Course/Subject: Physical Education
Topic: Unit #3 Parachute

Grade Level: K

Key Learning:

Students will apply movement concepts and principles to the learning and development of parachute skills.

Students will understand that parachute activities provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance.



Unit Essential Question:

What are the basic skills needed to participate in parachute activities?

What knowledge and skills do I need to safely move the parachute?

Concept Skills	Concept Safety	Concept Knowledge
Standards: 10.4.3.F; 10.5.3.B	Standards: 10.3.3.D	Standards: 10.4.3.A,B
↓	↓	↓
Lesson Essential Question What skills are necessary to participate in parachute activities?	Lesson Essential Question What safety considerations are needed for positive parachute play?	Lesson Essential Question How can parachute play improve my physical fitness?
↓	↓	↓
Vocabulary Teamwork, grip, communication, strategies, positive attitude, listen, trust	Vocabulary Equipment safety, trust, relationships, positive attitude	Vocabulary Balance, flexibility, muscular strength and endurance, cardiovascular endurance

Additional Information/Resources:

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STUDENT LEARNING MAP

Course/Subject: Physical Education
Topic: Unit #4 Manipulatives

Grade Level: K

Key Learning:

Students will apply movement concepts and principles to the learning and development of manipulative skills.

Students will understand that the different manipulative skills provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance.



Unit Essential Question:

What are the skills needed to control objects?

Concept Skills	Concept Safety	Concept Knowledge
Standards: 10.5.3.A,B,D	Standards: 10.3.3.D	Standards: 10.4.3.A
↓	↓	↓
Lesson Essential Question What are the different ways I can manipulate an object?	Lesson Essential Question What safety considerations are necessary while manipulating equipment?	Lesson Essential Question How will these skills improve my physical fitness?
↓	↓	↓
Vocabulary Throwing, Catching, Rolling, Stepping with opposition, target, aiming	Vocabulary Equipment safety, target, spatial awareness	Vocabulary Hand-eye coordination, balance, stepping with opposition, weight transfer, muscle strength and endurance

Additional Information/Resources:

**EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP**

Course/Subject: Physical Education

Grade Level: K

Topic: Unit #5 Balance, Stunts,
Tumbling

Key Learning:

Students will apply movement concepts and principles to the learning and development of tumbling skills.

Students will understand that tumbling provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance.



Unit Essential Question:

What skills needed for tumbling?

How can I demonstrate various balances challenges during activities?

How can I demonstrate proper jumping and landing?

Concept Skills	Concept Safety	Concept Fitness
Standards: 10.5.3.A,B,E	Standards: 10.3.3.D; 10.4.3.F	Standards: 10.4.3.A
↓	↓	↓
Lesson Essential Question What are different ways to balance my body? What are different ways to support my body?	Lesson Essential Question What safety considerations are necessary for tumbling?	Lesson Essential Question How will these movements help my physical fitness?
↓	↓	↓
Vocabulary Balancing, supporting	Vocabulary Equipment safety, spatial awareness, proper roll technique, hand placement	Vocabulary Balance on points, flexibility, muscular strength and endurance

Additional Information/Resources:

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STUDENT LEARNING MAP

Course/Subject: Physical Education
Topic: Unit #6 Rock Climbing

Grade Level: K

Key Learning:

Students will apply movement concepts and principles to the learning and development of rock climbing.

Students will understand that climbing activities provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that climbing improves muscular strength and endurance, coordination, and cardiovascular endurance.



Unit Essential Question:

What are the basic skills needed to climb and traverse a rock wall?

Where can I go throughout the community to participate in climbing activities?

Concept Skills	Concept Safety	Concept Knowledge
Standards: 10.2.3.D, 10.5.3.A,B	Standards: 10.3.3.D	Standards: 10.4.3.A,C
↓	↓	↓
Lesson Essential Question What skills are necessary to climb and traverse a rock wall?	Lesson Essential Question What safety considerations are necessary while climbing on a rock wall?	Lesson Essential Question How will climbing improve my physical fitness?
↓	↓	↓
Vocabulary Climbing, traversing, grip, body position, decision-making, reaching, bending, stretching	Vocabulary Equipment safety, safety line, stepping down, body awareness, boundaries, control	Vocabulary Hand-eye coordination, foot-eye coordination; balance, muscular strength and endurance, flexibility

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Physical Education
Topic: Unit #7 Throwing and Catching

Grade Level: K

Key Learning: You can throw and catch a variety of objects.



Unit Essential Question: What different ways can we throw and catch objects?

Concept: Throwing	Concept: Catching	Concept
Standards: 10.3.3.D, 10.4.3A, 10.5.3.A,B,C	Standards: 10.3.3.D, 10.4.3A, 10.5.3.A,B,C	Standards:
↓	↓	↓
Lesson Essential Question How do you throw an object underhand? How do you throw an object overhand? How do I determine which hand and foot to use when throwing?	Lesson Essential Question Why is it important to use two hands to catch objects? How do levels affect the way we catch objects?	Lesson Essential Question
↓	↓	↓
Vocabulary underhand motion, overhand motion, dominant, throw, non-dominant, force	Vocabulary catch, levels, object, hand placement, hand-eye coordination	Vocabulary

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Physical Education

Grade Level: K

Topic: Unit #8 Jump Rope

Key Learning:

Students will apply movement concepts and principles to the learning and development of jumping rope.

Students will understand that jump rope activities provide opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that jumping rope improves muscular strength and endurance, coordination, and cardiovascular endurance.



Unit Essential Question:

What are the basic skills I need to jump and turn a rope?

Where can I go throughout the community to participate in jumping rope and/or a heart healthy lifestyle?

Concept Skills	Concept Safety	Concept Fitness
Standards: 10.5.3.A,B,E	Standards: 10.3.3.D; 10.4.3.F	Standards: 10.4.3.A,C
↓	↓	↓
Lesson Essential Question How do I turn and jump a short rope? How do I turn and jump a long rope?	Lesson Essential Question What safety considerations are necessary while using jump ropes?	Lesson Essential Question How will jumping rope improve my physical fitness? Why is the heart muscle important?
↓	↓	↓
Vocabulary Rhythmic jumping, turning, grip, weight transfer, balance, swinging, stance, teamwork, challenges	Vocabulary Equipment safety, spatial awareness, sharing, cooperation	Vocabulary Hand-eye coordination, foot-eye coordination; balance, muscular strength and endurance, cardiovascular endurance, heart functions

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Additional Information/Resources:

Students will learn about the heart, heart healthy lifestyles, and helping others through Jump Rope for Heart.

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STUDENT LEARNING MAP

Course/Subject: Physical Education
Topic: Unit #8 Dribbling, Volleying, Striking

Grade Level: K

Key Learning:
Students will apply movement concepts and principles to the learning and development of ball handling skills.

Students will apply movement concepts and principles to the learning and development of striking (hand/eye coordination) skills.

Students will be introduced to the basic concepts that physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance.

Students will demonstrate good sportsmanship, respect for others and equipment, fair play and self control.









Unit Essential Question:
What skills are needed to control and manipulate a moving object?

What skills are needed to participate in striking activities?

Concept Skills	Concept Safety	Concept Knowledge
Standards: 10.5.3.A,B,C	Standards: 10.3.3.D	Standards: 10.4.3.A; 10.4.3.F
↓	↓	↓
Lesson Essential Question What skills are necessary to participate in ball handling activities?	Lesson Essential Question What safety considerations are needed to participate in striking activities?	Lesson Essential Question How will these activities help improve my physical fitness?
↓	↓	↓
Vocabulary Dribbling, passing, aiming, start and stop commands	Vocabulary Equipment safety, spatial awareness, boundaries communication	Vocabulary Muscular strength and endurance, cardiovascular endurance, flexibility, agility
Concept Skills	Concept Safety	Concept Knowledge
Standards: 10.5.3.A,B,C	Standards: 10.3.3.D;	Standards: 10.4.3.A; 10.4.3.F

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<p><u>Lesson Essential Question</u> What skills are necessary for striking objects?</p>	<p><u>Lesson Essential Question</u> What safety considerations are needed when participating in striking activities?</p>	<p><u>Lesson Essential Question</u> How will these activities help improve my physical fitness?</p>
		
<p><u>Vocabulary</u> Swinging, target, aiming, hitting, striking</p>	<p><u>Vocabulary</u> Equipment safety, boundaries, directions, force, effort</p>	<p><u>Vocabulary</u> Muscular strength and endurance, cardiovascular endurance, flexibility</p>

<u>Additional Information/Resources:</u>

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Physical Education
Topic: Unit #10 Kicking and Trapping

Grade Level: K

Key Learning:

Students will apply movement concepts and principles to the learning and development of soccer skills.

Students will understand that soccer provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will be introduced to the basic concepts that physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance.



Unit Essential Question:

What are the basic skills needed to participate in lead-up soccer activities?

Where can I go throughout the community to participate in soccer?

Concept Skills	Concept Safety	Concept Knowledge
Standards: 10.5.3.A,B	Standards: 10.3.3.D; 10.4.3.F	Standards: 10.4.3.A; 10.5.3.C
↓	↓	↓
Lesson Essential Question What skills are necessary for soccer?	Lesson Essential Question What safety considerations are needed for soccer?	Lesson Essential Question How will these activities help improve my physical fitness?
↓	↓	↓
Vocabulary Dribbling, pathways, passing, inside foot; trapping, kicking, controlled ball movement, ball relationship	Vocabulary Equipment safety, boundaries, foot-eye coordination, dangerous play	Vocabulary Body composition, muscular strength, cardiovascular endurance, flexibility

Additional Information/Resources:

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Course/Subject: Physical Education

Grade Level: K

Topic: Unit #11 Games

Key Learning:

Cooperation, teamwork, and sportsmanship are essential skills that are necessary in all games.



Unit Essential Question:

What are the benefits of cooperation, teamwork, and sportsmanship in games?

Concept Cooperative Activities	Concept Team Activities	Concept Sportsmanship
Standards: 10.4.3.A, 10.5.3.A,B	Standards: 10.5.3.A,F	Standards: 10.3.3.D
↓	↓	↓
Lesson Essential Question How do I cooperate with others?	Lesson Essential Question What is teamwork?	Lesson Essential Question What is sportsmanship?
↓	↓	↓
Vocabulary Cooperation, sharing, respect, responsibility, honesty	Vocabulary Trust, teams, strategy, group, appropriate, teammate, motivate	Vocabulary Sportsmanship, rules, fair play, behavior, taking turns, brag, celebrate

Additional Information/Resources: