

Grade Curriculum Map
Instructional Plan for PE K-1
Hope Loersch
St. Paul's Lutheran School

Grade K-1 Curriculum
Instructional Plans for Physical Education
Submitted by Hope R. Loersch
July 2019

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	Content Type	Objectives	Standards	Assessment	Materials
A U G U S & S E P T E M B E R	<ul style="list-style-type: none"> 24 (9-10 PE days) 		NASPE first, WI standards second		SPARK
	1) Orientation and Personal Space	SWBAT 1) locate personal space for safety.	1a) #1: Spatial awareness, spatial relationships, nonlocomotor skills, locomotor skills. #5,6: Participates, appreciates, enjoys movement, cooperates in large group activities 1b) 2:1:A1- Identifies correctly body planes and various body parts. 2:1:A2- Recognizes appropriate safety practices with and without physical education equipment.	1) Participate in activity	1) BaF(Building a Foundation) Lesson 1 page 1. Spot markers
	2) Pathways and Creative Moves	2) display movements of walking, jogging, galloping, and side-sliding.	2a) #3: Cardiovascular endurance 2b) 2:1:A4- Repeats cue words for skills being taught and demonstrates/explains what is meant by each.	2) Follows instructions	2) BaF Lesson 4 page 15. Spot markers, Tempo and Pathway cards
	3) Tempos and Creative Moves	3) match task card directions	3) 4:1:B2- Participates in a variety of activities and games that increase breathing and heart rate.	3) Does activity at correct tempo	3) BaF Lesson 5 page 17. Foam balls, Pathway cards, 2 sticks
	4) Movement Concepts Using Hoops	4) jump and leap with hoola hoops	4) 5:1:A6- Follows rules, procedures, and etiquette in class.	4) Follows instructions and uses hoola hoop appropriately	4) BaF Lesson 6 page 21. Hoola hoops
	5) Body Management and Balance	5) create different shapes with their body	5) 6:1:A2- Attempts new movements and skills willingly.	5) Create shapes with body	5) BaF Lesson 7 page 25. Hoops or spot markers
	6) Pairing and Moving Together	6) complete activity movement with partner	6) 5:1:B1- Shows cooperation and fair play for others by helping, sharing, and taking turns.	6) Works cooperatively with partner	6)BaF Lesson 8 page 29. Movement cards
	7) Grouping and Making Bridges	7) make bridges with their body	7) 6:1:A3- Participates even when not successful.	7) Makes bridges and forms in groups based on instruction	7) BaF Lesson 10 page 37. Spot markers
	8) Grouping and Moving Together	8) work with others to create a train	8) 1:1:A2-Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills.	8) make train with group members	8) BaF Lesson 11 page 41. 1 Jump rope/ 4 students
	9) Fitness Introduction	9) complete fitness activities with buddy	9) 2:1:A5-Corrects movement errors in response to corrective feedback.	9) fitness activities as group	9) BaF Lesson 13 page 47. Mats for soft surface
10) Circuit Introduction	10) practice fitness and skills activities	10) 4:1:A3- Sustains activity for increasingly longer periods of time while participating in various activities in physical education.	10) fitness activities in stations	10) BaF Lesson 15 page 55. Cones, mats, task cards	

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O C T O B E R	<ul style="list-style-type: none"> 20 (9 PE days) Balance, Stunts and Tumbling Unit 	SWBAT			
	1) Stunts Introduction	1) act out different animal walks	1) 4:1:A2- Engages in a series of physical activities without tiring easily.	1) Animal walks and differentiate between Lefts and Rights	1) BST Page 1. Spot markers, skills cards
	2) Animal Balancing Act	2) recall animal pose in given time frame.	2) 5:1:A2- Follows directions given to the class for an all-class activity.	2) Animal poses and find hoola hoop	2) BST Page 5. Hoola hoops, skills cards
	3) Basic Body Positions	3) replicate body positions	3) 5:1:A7- Works independently, productively, and demonstrates a willingness to challenge self.	3) Body positions	3) BST Page 7. Spot markers, skills cards
	4) Static Balances	4) Balance on different body parts	4) 6:1:A2- Attempts new movements and skills willingly.	4) Balancing independently	4) BST Page 9. Spot markers, task cards
	5) Beanbag Balances	5) Balance using a beanbag	5) 1:2:A5- Balances while moving in control through locomotor and non-locomotor skills.	5) Balancing with beanbag	5) BST Page 11. 1 Bean bag/student
	6) Dynamic Balances	6) Balance while doing locomotor skills	6) 1:2:A5- Balances while moving in control through locomotor and non-locomotor skills.	6) Balancing while doing activities	6) BST Page 15. Fluffballs, lines on floor
	7) Jumping and Landing	7) Jump and land with different amounts of impact	7) 1:2:A1- Jumps vertically and lands using mature form.	7) Jumping safely	7) BST Page 17. Spot markers, fluffballs
	8) Weight Transfer and Rolls	8) forward roll with correct posture	8) 1:2:B2- Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence.	8) Roll with correct posture	8) BST page 21Mats, skill cards
	9) Stunts Circuit or Showtime	9) demonstrate learned rolls and jumps	9) 1:2:B2- Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence	9) show fellow classmates learned stunts	9) BST page 27,29, hoola hoops, skill cards, mats

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N O V E M B E R	<ul style="list-style-type: none"> 19 (8 PE days) <ol style="list-style-type: none"> 1) Beanbag Exploration 2) Twist and Turn/Bend and Stretch 3) Line Boogie 4) Line Boogie day 2 5) Hoop Exploration 6) Hoop spinning 7) Hoop rolling 8) Partner hoop rolling 	<p>SWBAT</p> <ol style="list-style-type: none"> 1) lift beanbag with different body parts 2) complete task with beanbag with partner 3) work as a team to pass the beanbag 4) work as a team to pass the beanbag day 2 5) balance hoola hoop 6) spin hoola hoop with different body parts 7) complete various actions while using hoola hoop 8) Roll and toss hoop to partner 	<ol style="list-style-type: none"> 1) 6:2:A2- Selects and practices a skill on which improvement is needed. 2) 5:2:B3- Works productively with a partner to improve performance. 3) 5:2:B2- Participates in a variety of team building activities. 4) 5:2:B2- Participates in a variety of team building activities. 5) 5:2:B8- Regularly encourages others and refrains from negative statements. 6) 6:2:A4- Works independently, productively, and demonstrates a willingness to challenge self. 7) 6:2:B2- Interacts with others by helping with their physical activity challenges. 8) 5:2:B3- Works productively with a partner to improve performance. 	<ol style="list-style-type: none"> 1) Use beanbag appropriately while working independently. 2) Work with assigned partner 3) Work as a team 4) Work as a team 5) balance hoola hoop and encourage others 6) spinning hoola hoop 7) rolling hoola hoop on different body parts and with partners 8) roll and toss hoop to partner 	<ol style="list-style-type: none"> 1) Manipulatives page 5. Beanbags 2) Manipulatives page 7. Beanbag/2students, manipulatives 3) Manipulatives page 9, beanbags 4) Manipulatives page 9, beanbags 5) Manipulatives page 15. Hoops 6) Manipulatives page 17. Hoola hoops 7) Manipulatives page 19. Hoola hoops 8) Manipulatives page 21. Hoop/2 students
D E C E M B E R	<ul style="list-style-type: none"> 15 (maybe 6 PE days?) <ol style="list-style-type: none"> 1) Chute Shapes 2) Move and Groove 	<ol style="list-style-type: none"> 1) Demonstrate hand positions and domes 2) Gallop, job, and skip at different speeds with the chute 3) move to different places of the parachute 	<ol style="list-style-type: none"> 1) 5:1:A2- Follows directions given to the class for an all-class activity. 2) 5:1:A2- Follows directions given to the class for an all-class activity. 	<ol style="list-style-type: none"> 1) works with classmates to be successful in creating chute shapes 2) works with classmates to move together 	<ol style="list-style-type: none"> 1) Parachute page 3. Parachute 2) Parachute page 7. Parachute and music.

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	<p>3) Changing Places</p> <p>4) Popcorn</p> <p>5) Shark Attack</p> <p>6) Fly in the Web</p>	<p>4) bounce different manipulatives on chute</p> <p>5) move stealthily underneath the chute to tag a classmate</p> <p>6) move from parachute to parachute</p>	<p>3) 5:1:A2- Follows directions given to the class for an all-class activity.</p> <p>4) 5:1:A2- Follows directions given to the class for an all-class activity.</p> <p>5) 5:1:A2- Follows directions given to the class for an all-class activity.</p> <p>6) 5:1:A2- Follows directions given to the class for an all-class activity.</p>	<p>3) works with classmates to rotate around the chute</p> <p>4) works with classmates to "pop" manipulatives</p> <p>5) tag classmate underneath chute</p> <p>6) move from parachute to parachute</p>	<p>3) Parachute page 9. Parachute</p> <p>4) Parachute page 15. Parachute, various manipulatives including fluffballs</p> <p>5) Parachute page 19. Parachute</p> <p>6) Parachute page 25. Parachutes and foam balls</p>
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J A N U A R Y	<ul style="list-style-type: none"> 21 (7 PE Days) 	SWBAT			
	1) Bounce and Catch Introduction	1) draw shapes with ball on the ground	1) 2:1:A8- Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.	1) Draw shapes with ball	1) DVS page 1. Playground balls
	2) Dribbling Introduction	2) dribble with both hands	2) 5:1:A5- Enjoys participating alone while exploring movement tasks.	2) Dribbling	2) DVS page 5. Playground balls.
	3) Volleying and Striking Introduction	3) volley with different body parts	3) 5:1:A5- Enjoys participating alone while exploring movement tasks.	3) Volleying independently	3) DVS page 11. Balloons or beachballs
	4) Keep it Up	4) keep the ball in the air for an extended amount of time	4) 5:1:A4- Reports the results of work honestly.	4) Keep ball in the air, increasing time throughout class	4) DVS page 15. Balloons or beachballs
	5) Sheep Dogs	5) keep ball safe during game	5) 5:1:B5- Demonstrates the elements of socially acceptable conflict resolution during class activity.	5) Play game safely	5) DVS page 19. 2 different kinds of balls
	6) Straddleball	6) guard ball with their hands	6) 5:1:B2- Participates in a variety of cooperative activities.	6) Keep ball inside circle	6) DVS page 21. Foam balls
7) Dribbling, Volleying, (and Striking) Circuit	7) complete tasks at all stations	7) 5:1:B6- Regularly encourages others and refrains from negative statements.	7) Completes tasks at all stations	7) DVS page 31. Hoops, task cards, balls	

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F E B R U A R Y	<ul style="list-style-type: none"> 18 (8 PE days) 	SWBAT			
	1) Rolling and Catching with a Partner	1) roll ball to partner	1) 5:1:A1- Practices specific skills as assigned until the teacher signals the end of practice.	1) Roll ball	1) CAT page 1. Foamballs/set of partners
	2) Self-toss and Catch	2) toss and catch beanbag	2) 5:1:A3- Uses safety procedures.	2) Toss and catch beanbag	2) CAT page 9. Beanbags and spot markers
	3) Bowlers Rollers	3) roll ball at pins	3) 5:1:B3- Works in a diverse group setting without interfering with others.	3) Roll ball at pins	3) CAT page 13. Foamballs, spot markers, pins/something to knock over
	4) Partner Throw and Catch	4) toss beanbag to partner with specific directions	4) 5:1:A1- Practices specific skills as assigned until the teacher signals the end of practice.	4) Toss beanbag	4) CAT page 15. Beanbag/set of partners. Fluffballs and other balls
	5) Partner Throw and Catch Challenges	5) toss beanbags with hoola hoops	5) 6:1:A2- Attempts new movements and skills willingly.	5) Toss beanbag through hoop	5) CAT page 19. Hoola hoops, beanbags, variety of balls
	6) Overhand Throw for Distance	6) throw beanbag to target	6) 5:1:A3- Uses safety procedures.	6) Throw beanbag to target	6) CAT page 23. Spot markers, foamballs, beanbags, hoola hoops
	7) Clean Your Room	7) throw objects to the other side of the divider	7) 5:1:A6- Follows rules, procedures, and etiquette in class.	7) Throw objects across gym	7) CAT page 27. Fluffballs, hoola hoop, optional long jump rope
	8) Switcheroo	8) run to new spot and catch ball	8) 5:1:A6- Follows rules, procedures, and etiquette in class.	8) Runs to new spot and catches ball on the fly	8) CAT page 29. Foamballs and fluffballs, spot markers

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M A R C H	<ul style="list-style-type: none"> 17 (7 PE days) 	SWBAT			
	1) Jumping and Landing Patterns	1) jump and land according to instruction	1) 1:1:A1- Skips, hops, gallops, slides, etc., using mature form.	1) Variety of jumps and lands safely	1) Jumping page 1. Spot markers
	2) Jump for Distance	2) jump over the rope at different distances	2) 1:1:A1- Skips, hops, gallops, slides, etc., using mature form.	2) Jump over jump rope	2) Jumping page 5. Jump ropes and beanbags
	3) Stationary Rope Jumping	3) walk, gallop, hop with jump rope	3) 1:1:A1- Skips, hops, gallops, slides, etc., using mature form.	3) Walk, gallop, hop with jump rope	3) Jumping page 9. Jump ropes
	4) Long Rope Turning in Pairs	4) turn rope in rhythm	4) 1:1:B4- Performs a variety of jump rope skills, including individual, partner, and long rope skills.	4) Turn rope in rhythm	4) Jumping page 13. Jump rope/ set of partners
	5) Long Rope Jumping I	5) turn rope and jump over it	5) 1:1:B4- Performs a variety of jump rope skills, including individual, partner, and long rope skills.	5) Turn rope and jump over it	5) Jumping page 15. 3 students/1 long jump rope
	6) Frog Crossing	6) jump on leappads across the area	6) 1:1:A2- ravel fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills.	6) Jump on spot markers and in hoola hoops	6) Jumping page 19. Spot markers and hoola hoops
7) Jumping and Landing Circuit	7) accomplish tasks at each station	7) 1:1:A2- ravel fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills.	7) Jump and land based on instructions on task cards	7) Jumping page 29. Hoops, cones, skill cards	

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A P R I L	<ul style="list-style-type: none"> • 20 (8 PE days) 	SWBAT			
	1) Cookie Monster Tag	1) use different locomotor skills to cross the boundaries	1) 1:1:A1- Skips, hops, gallops, slides, etc., using mature form.	1) Get past cookie monster	1) Games page 1. Fluff balls
	2) Crazy Cones	2) run to cones and follow procedure for team	2) 2:1:A2- Recognizes appropriate safety practices with and without physical education equipment.	2) Tip over or pick up cones	2) Games page 3. Colored cones
	3) Color Tag	3) run to safety hoops	3) 2:1:A2- Recognizes appropriate safety practices with and without physical education equipment.	3) Run to safety hoops and avoid being hit	3) Games page 5. Hoola hoops and fluff balls
	4) Stuck in the Mud	4) free classmates from the mud	4) 4:1:B2- Participates in a variety of activities and games that increase breathing and heart rate.	4) Find pairs and avoid the mud	4) Games page 9. Fluff balls
	5) Catch and Chase	5) chase your partner and catch the ball	5) 4:1:B2- Participates in a variety of activities and games that increase breathing and heart rate.	5) Chase partner and catch ball	5) Games page 11. Foamballs
	6) Houdini Hoops	6) Pass hoop around circle	6) 5:1:A2- Follows directions given to the class for an all-class activity.	6) Pass hoop around the circle without letting go of hands	6) Games page 15. Hoola hoops
	7) The Dog Catcher	7) kick ball with foot	7) 5:1:A6- Follows rules, procedures, and etiquette in class.	7) Kick ball with foot and avoid having opponent kick it away from you	7) Games page 21. Playground balls and cones
8) Oxygen Boogie	8) pass beanbag to teammates without dropping it	8) 5:1:A2- Follows directions given to the class for an all-class activity.	8) Pass the beanbag in the direction instructed by teacher.	8) Games page 29. Beanbags	

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M A Y	<ul style="list-style-type: none"> 24 (7 PE days) 	SWBAT			
	1) Dribbling "Soccer Style"	1) trap ball with foot	1) 1:1:B3- Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).	1) Trap ball	1) KAT page 1. Foamballs
	2) Control Dribble Around Obstacles	2) zigzag around cones	2) 1:1:B3- Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).	2) Dribble ball around cones	2) KAT page 5. Foamballs (harder balls if outside), cones
	3) Partner Roll, Pass, and Trap	3) trap and pass ball to partner	3) 1:1:B3- Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).	3) Trap and pass ball	3) KAT page 9. Ball/set of partners
	4) Shadow Dribble	4) follow and copy partner	4) 1:1:B3- Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).	4) Dribble and protect ball, copying partner	4) KAT page 13. Balls and cones
	5) Tunnel Dribble	5) kick ball through teammates' legs	5) 1:1:B3- Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).	5) Kick ball through others' legs	5) KAT page 15. balls and spot markers
	6) Kicking for Accuracy	6) kick ball through goal	6) 1:1:B3- Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).	6) Kick ball through goal	6) KAT page 21. 2 cones/pair, foamballs
7) Soccer Golf	7) kick ball into hoola hoop from different distances	7) 1:1:B3- Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).	7) Kick ball into hoola hoop from different distances	7) KAT page 25. Foamballs and hoola hoops	