

Map Report

Grade: 1 | Subject: PE | Quarter: 1 |
Map Title: 1st-Q1 U1
Unit Title: Intro/Icebreakers/teambuilding

(IN 2010) PE.1.1.1

Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements. Example: Demonstrate locomotor movements in basic combinations during skill development practice, activities, and games (e.g., jump on a pattern of poly spots; run and leap over obstacles; walk or run on an outdoor fitness trail; walk, skip to the words in a poem).

(IN 2010) PE.1.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.1.4.6

Participate in an active physical education class to maintain age appropriate intensity and duration for improved physical fitness. Example: Participate in skill development activities and/or games for 20 minutes or more in each physical education class to maintain or improve cardiorespiratory endurance, muscle strength and endurance, and flexibility (e.g., partners take turns to run/walk a lap, with the non-runner choosing a skill development practice station, combined with 20 second periodic breaks for upper body and abdominal exercises and stretching; obstacle course designed with a variety of movement and physical fitness challenges).

(IN 2010) PE.1.5.3

Demonstrate cooperative play with children of varying abilities. Example: Participate with a child of different ability (e.g., less fit, more skilled) in class activities (e.g., student and classmate cooperatively play together in an indoor soccer lead-up game).

(IN 2010) PE.1.5.4

Demonstrate respect and compassion for children with individual differences. Example: Dance with an assigned classmate; support the participation of a student with a disability in a skill development or physical fitness activity/game.

(IN 2010) PE.1.6.3

Demonstrate self-expression in a physical activity setting. 16 Indiana Standards 2008 - Physical Education Example: Show creativity in a partner Follow the Leader game with bouncing (dribbling) a ball (e.g., one student, as a leader, creates a ball bouncing sequence as a classmate follows).

Applicable Weeks:

1, 2, 3

Unit Information:

- Intro to PE
- Icebreakers
-teambuilding

Big Idea:

Students will gain the value of PE and learn the importance of rules. They will also have the opportunity to work with and get to know their classmates. Teambuilding activities will teach them how to work together in the future.

Essential Questions:

1. Why is it important to have rules and expectations in class?

2. Why should I be nice to everyone?

Learning Activities:

Name Game

Sub Games (Line tag, stuck in mud, dice game, sharks and minnows)

Vocabulary:

teamwork

flee

chase

dodge

locomotor

skip

gallop

jump

Student Objectives:

The student will be able to:

- Cooperate with others
- verbally list classroom rules
- successfully demonstrate 2 of the 5 locomotor skills.

Resources Used:

Assessments Used:

Locomotor skills assessment

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 1 | Subject: PE | Quarter: 1 |

Map Title: 1st-Q1 U2

Unit Title: Throwing and catching/locomotor skills

(IN 2010) PE.1.1.1

Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements. Example: Demonstrate locomotor movements in basic combinations during skill development practice, activities, and games (e.g., jump on a pattern of poly spots; run and leap over obstacles; walk or run on an outdoor fitness trail; walk, skip to the words in a poem).

(IN 2010) PE.1.1.2

Perform nonlocomotor skills with developmentally appropriate challenges to reinforce learning fundamental movements. Example: Demonstrate static balances (e.g., one leg balance, two hands and one foot balance) and dynamic balance on stable and unstable objects (e.g., walk backwards on a balance board, walk forward on a balance board and step over objects, walk on a pattern of stepping stones, jump on a pattern of poly spots).

(IN 2010) PE.1.1.3

Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements. Example: Demonstrate eye-hand and eye-foot coordination in skill development practice/activities and physical fitness activities/games (e.g., with a baseball bat hit a ball off a tee; consecutively catch self-tossed beach ball; kick a ball with power; bounce or 12 1st Grade Indiana Standards 2000 - Physical Education dribble a ball while kneeling; jump a stationary rope on the floor and progress to a selfturned rope).

(IN 2010) PE.1.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.1.2.1

Demonstrate fundamental movement vocabulary and cue words for learning skills. Example: Recognize movements and cues (e.g., step forward on the opposite foot throwing cue: step with the other foot).

(IN 2010) PE.1.2.2

Identify and demonstrate the basic principles of age appropriate locomotor, nonlocomotor and manipulative skills. Example: Verbally identify and practice the basic elements for bouncing (dribbling) a ball (e.g., keep ball below the waist, pads of fingers push the ball, dribble ball to the side).

(IN 2010) PE.1.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.1.1.4

Perform fundamental rhythmic skills alone, with a partner, or in a group. Example: Perform a simple dance (e.g., walk, march, slide, and use a partner elbow swing in circle and line dances); demonstrate jumping rope, progressing to a consistent rhythm (e.g., stationary rope on the floor and progress to a self- turned rope); or demonstrate consistent bouncing (dribbling) of a ball.

(IN 2010) PE.1.2.3

Demonstrate variations in moving with directional, spatial and temporal awareness. Example: Move in various directions (e.g., forward, backward, sideward, left, right, up, down) at various levels (high, medium, low), in various patterns (straight, curved, zigzag), and at various speeds (fast, medium, slow) in skill development activities (e.g., walk sideward as bouncing the ball, crab walk backwards at a low level, or jump a zigzag poly spot pattern).

(IN 2010) PE.1.2.4

Identify major body parts, muscles and bones used to move and support the body. Example: Verbally and visually identify body parts, muscles and bones (e.g., head, arm, chest, lungs; heart, biceps, triceps; skull, ribs).

Applicable Weeks:

4, 5

Unit Information:

Throwing frisbee to a target and to a partner.

Under and overhand throwing

Locomotor skills

Big Idea:

1. The students will learn the basic form for throwing and catching a variety of objects.
2. The students understand how to move throughout space using the various locomotor skills.

Essential Questions:

What sports could you use the different types of throwing?

Why do I need to know how to do the locomotor skills?

Learning Activities:

1. Throwing a frisbee at a target or to a partner.
2. Throwing and catching overhand and underhand.
3. Locomotor Highway/Dice Game

Vocabulary:

Frisbee

throw

catch

target

underhand

overhand

opposite

follow through

Student Objectives:

1. The students will be able to give 2 cue words for throwing a frisbee.
2. The students will be able to throw a frisbee using the 3 cues.
3. The students will be able to perform 3 of 4 locomotor skills correctly.

Resources Used:

Assessments Used:

1. Throwing and catching
2. Locomotor skills

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 1 | Subject: PE | Quarter: 1 |
Map Title: 1st-Q1 U3
Unit Title: Soccer Skills- dribbling/kicking

(IN 2010) PE.1.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.1.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.1.3 2008

Physical Activity: Students participate regularly in physical activity.

Applicable Weeks:

7, 8, 9

Unit Information:

- Kicking at a target.
- Passing and trapping with a partner.
- dribbling and touching the ball with feet.

Big Idea:

To understand how to perform the basic skills needed to play a game of soccer.

Essential Questions:

- Why should I trap the ball first before kicking?
- Why can't I use my hands?
- Why do I need to know how to dribble and kick the ball?

Learning Activities:

- Kicking to a target
- passing and trapping with a partner
- touching the ball with different parts of the feet
- dribbling in general space and around cones

Vocabulary:

Pass
trap
soccer
dribbling
touches (with feet)
handball
inside of foot

Student Objectives:

The students will be able to kick a ball using the inside of their foot.

The student will be able to trap a soccer ball.

Resources Used:

Assessments Used:

Kicking between cones.

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 1 | Subject: PE | Quarter: 2 |

Map Title: 1st-Q2 U1

Unit Title: *Fitness*

(IN 2010) PE.1.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.1.4 2008

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

(IN 2010) PE.1.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

Applicable Weeks:

10, 11, 12

Unit Information:

Stations/Circuits

Fitness games

Fitness testing

Big Idea:

The students understand the importance of physical fitness and being active.

Essential Questions:

How can I work on my physical fitness at home?

Why is physical fitness important?

Learning Activities:

Exercise Stations

Jump rope lesson

Circuit training

Fitness related games (relay races, MyPlate- healthy eating, and workout videos)

Vocabulary:

physical fitness

cardio

flexibility/stretching

jump

Student Objectives:

The students will be able to perform various exercises (push-ups, sit-ups, front plank, etc.).

Resources Used:

Assessments Used:

Fitness testing (Fitness Gram)

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 1 | Subject: PE | Quarter: 2 |
Map Title: 1st-Q2 U2
Unit Title: *Striking with Hands/Juggling*

(IN 2010) PE.1.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.1.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.1.3 2008

Physical Activity: Students participate regularly in physical activity.

Applicable Weeks:

13, 14, 15

Unit Information:

Striking balloon or beach ball with hands.

Juggling scarves.

Speed Stacks (cup stacking)

Big Idea:

The students are working on improving hand/eye coordination and some fine motor skills.

Essential Questions:

What sports do you need to use good hand/eye coordination?

Learning Activities:

Striking a balloon or beach ball with hands.

Juggling scarves.

Speed Stacks

Vocabulary:

Juggling

striking

upstack

downstack

Student Objectives:

The students will be able to strike a ball above their head or underhand.

Resources Used:

Assessments Used:

TBD

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 1 | Subject: PE | Quarter: 2 |
Map Title: 1st-Q2 U3
Unit Title: *Holiday Games/Assessments*

(IN 2010) PE.1.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.1.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.1.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.1.4 2008

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

(IN 2010) PE.1.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

(IN 2010) PE.1.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

Applicable Weeks:

16, 17, 18

Unit Information:

finish assessments for quarter
Fun Holiday games

Big Idea:

To give the students an activity that is both fun and keeps them active to celebrate the holidays.

Essential Questions:

Why is it important to stay active around the holidays?

Learning Activities:

-Sleigh rides, snowball fight, shadow dodging, Holiday Hungry Hippos, skating (carpet squares)
-Station assessments

Vocabulary:

- Holidays
- sleigh
- shadow
- dodging
- obstacle

Student Objectives:

The students will be able to work together cooperatively and use good sportsmanship while playing the different games.

Resources Used:

PE Central (online)

Assessments Used:

Skills testing assessments (locomotor)

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 1 | Subject: PE | Quarter: 3 |
Map Title: 1st-Q3 U1
Unit Title: *Basketball*

(IN 2010) PE.1.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.1.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.1.3 2008

Physical Activity: Students participate regularly in physical activity.

Applicable Weeks:

19, 20, 21

Unit Information:

Skills- dribbling, passing, and shooting

Big Idea:

To introduce and practice the basic skills needed to play basketball.

Essential Questions:

Why is it important to learn to play basketball?

Why should I practice something I am not good at or don't know how to do?

Learning Activities:

- Dribbling in place/ moving in general space
- Dribble to poly spots in space
- partner passing- sitting and standing pass back and forth
- Shoot on short goal

Vocabulary:

Shoot
dribble
pass
basketball
hoop
court
bounce pass
chest pass

Student Objectives:

The students will be able to dribble to a line and back without stopping.

The students will be able to give me 3 cues for passing a basketball.

Resources Used:

PE Central

Assessments Used:

Dribbling/passing

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 1 | Subject: PE | Quarter: 1 |
Map Title: 1st-Q3 U2
Unit Title: *Striking with rackets/paddles*

(IN 2010) PE.1.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.1.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.1.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.1.4 2008

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

(IN 2010) PE.1.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

Applicable Weeks:

22, 23

Unit Information:

Hitting with rackets or paddles

Big Idea:

The students get introduced to striking with implements, and work on hand-eye coordination. The skills will lead up to tennis, badminton, table tennis, baseball, and pickleball.

Essential Questions:

What sports do you hit with a paddle or racket?

Why is it important to know how?

Learning Activities:

Hit against wall using a short handle paddle

Hit at a target (spot on wall/through hula hoop)

Vocabulary:

paddle

strike

hitting

target

aim

follow through

Student Objectives:

The students will be able to tell me 2 cues for striking a ball or hit the ball 3 out 5 times against the wall off a bounce.

Resources Used:

PE Central

Assessments Used:

Verbal revue or strike against a wall 5 times.

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 1 | Subject: PE | Quarter: 3 |
Map Title: 1st-Q3 U3
Unit Title: *Dance/Fitness/tumbling*

Applicable Weeks:

24, 25, 26, 27

Unit Information:

Will pick 1-3 of the areas to cover during this unit. It may vary from year-year the duration of each area.

Big Idea:

To learn different movement patterns and manipulate body parts.
Practice and learn various fitness concepts.

Essential Questions:

Why is fitness important?
Why is dancing important?

Learning Activities:

Tumbling- forward rolls, cartwheels, log rolls, and donkey kicks
Dance- popular Youtube dances, creative movement, line dance, and wedding dances
Fitness- stations, circuits, fitness related game- triathlon, obstacle course

Vocabulary:

tumbling
forward roll
log roll
donkey kick
circuit
rhythm

Student Objectives:

The students will able to correctly demonstrate a forward roll.
The students will participate the entire length of a dance without bumping into anyone.
The students will be able to tell us one reason why fitness is important.

Resources Used:

Youtube
PE Central

Assessments Used:

Tumbling skill assessment

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 1 | Subject: PE | Quarter: 4 |
Map Title: 1st-Q4 U1
Unit Title: Literacy in P.E.

(IN 2014) LA.1.SL.2.1.

Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

(IN 2014) LA.1.SL.1

Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

(IN 2014) LA.1.SL.3.1

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

(IN 2014) LA.1.SL.4.1

Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

(IN 2014) LA.1.SL.3.2

Ask and answer questions about what a speaker says to clarify something that is not understood.

(IN 2014) LA.1.SL.4.3

Give and follow three- and four-step directions.

(IN 2014) LA.1.SL.2.4

Ask questions to clarify information about topics and texts under discussion.

(IN 2014) LA.1.W.3.2

Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

(IN 2014) LA.1.W.6.2

Demonstrate command of capitalization, punctuation, and spelling, focusing on

Applicable Weeks:

28, 29

Unit Information:

- Spelling words from regular classroom can be used.
- Collaborate with classroom teacher.
- May need special equipment/supplies in preparation for the unit.

Big Idea:

To use literacy skills in a different setting and understand the value of using the skills in P.E.

Essential Questions:

How can using words in P.E. help me in other places?

Learning Activities:

Locomotor Go Fish, Books in Motion, Turn and talk (about the activity for the day), Fitness activity logs, fitness stations

Vocabulary:

literacy

spelling words from classroom

exercise names

Student Objectives:

The students will be able to tell you why reading and words are important in sports.

The students will be able to talk to a classmate about an activity (What was your favorite part? What was a problem you had?)

Resources Used:

PE Central

IDOE- literacy standards for P.E.

Assessments Used:

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 1 | Subject: PE | Quarter: 4 |
Map Title: 1st-Q4 U2
Unit Title: *Outdoor recreation*

(IN 2010) PE.1.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.1.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.1.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.1.4 2008

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

(IN 2010) PE.1.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

(IN 2010) PE.1.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

Applicable Weeks:

30, 31, 32, 33, 34, 35, 36

Unit Information:

The unit is more up to teacher discretion to choose activities. They might also need to finish assessments for the year during this time.

Go over some field day games. Activities may include Scavenger Hunt, T-ball, and kickball.

Big Idea:

The students should understand basic concepts of game play for baseball (base running/rules).

Know how to do basic skills of throwing/catching/batting.

Essential Questions:

What is your favorite part of baseball?

What are some games I can play outside at home?

Learning Activities:

T-ball- hit and run 1 base.

Scavenger Hunt

Kickball

Field Day games

Any final assessments for quarter or SLO's

Vocabulary:

1st, 2nd, 3rd base/home plate
field day game names and names of skills
scavenger
bat
baseball/softball/whiffle ball

Student Objectives:

The students will be able to hit a ball off a tee 4/5 times.
The students will be able to run when the ball is hit and run the bases in the correct order.

Resources Used:

PE Central

Assessments Used:

Batting assessment
Verbal formative assessment for batting
SLO

Comments:

Attached Files:

There are no files attached to this map.