

# Map Report

**Grade: K | Subject: PE | Quarter: 1 |**

**Map Title: K-Q1 Unit1**

**Unit Title: *Intro/Icebreakers/Teambuilding***

**(IN 2010) PE.K.5.1**

Identify and demonstrate an understanding of rules and safety practices for games and other physical activities Example: Exhibit successful participation in activities/games with boundary lines (e.g., cones and lines indicate activity parameters) and understand rules for safe active play (e.g., awareness of personal space).

**(IN 2010) PE.K.5.2**

Exhibit a willingness to follow basic directions for an active class. Example: Respond to teacher's signals for start and stop, verbal cues, directions, and visual demonstrations.

**(IN 2010) PE.K.5.3**

Show a positive attitude toward self and others during physical activity. Example: Exercise alone and exercise with other children in which differences exist (e.g., ability, race, gender, and socioeconomic status).

**(IN 2010) PE.K.5.4**

Demonstrate respect for other children in physical education class. Example: Practice a skill with the person or group to which one is assigned.

**(IN 2010) PE.K.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.K.6.1**

Express enjoyment and self-confidence when participating in movement experiences. Example: Demonstrate active participation in a child-centered lesson for learning new skills (e.g., teacher plans developmentally appropriate lessons to minimize the effect of initial failures: physical fitness activities/games that do not eliminate students, use of balloons for striking with a racquet or paddle, use lightweight balls for bouncing).

**(IN 2010) PE.K.6.2**

Discuss personal opinions about participation in physical activity. Example: Express verbal feedback of an activity to the teacher (e.g., teacher evaluates a lesson by informally asking students their opinion of a game/activity and observes if participation was active or passive).

**(IN 2010) PE.K.6.3**

Acquire new skills and demonstrate a determination to develop those skills. Example: Demonstrate active engagement in the physical education lesson; student actively participates with little or no prompting from the teacher.

**(IN 2010) PE.K.6 2008**

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

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**Applicable Weeks:**

1, 2, 3

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**Unit Information:**

-Intro to physical education

-Ice breakers

-Team building

**Big Idea:**

Students will gain the value of physical education and learn the importance of rules. They will also have the opportunity to work with and get to know their classmates. The team building activities will teach them to work together in future activities.

**Essential Questions:**

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

Why is it important to be nice to everyone?

**Learning Activities:**

Name Game

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

**Vocabulary:**

-team work

-flee

-chase

-dodge

-locomotor

-skip

-gallop

-jump

**Student Objectives:**

TSWBAT- (the student will be able to)

-cooperate with others

-verbally list three class room rules

-Successfully demonstrate two of the five locomotor skills

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**Resources Used:**

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**Assessments Used:**

-Locomotor skill assessments

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: K | Subject: PE | Quarter: 1 |**

**Map Title: K-Q1 U2**

**Unit Title: *Throwing and Catching/Locomotors***

## **(IN 2010) PE.K.1.1**

Perform basic (fundamental) locomotor skills. Example: Demonstrate walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities (e.g., run when you hear the color of your eyes; jump over a line on the floor; leap over a pillow).

## **(IN 2010) PE.K.1.2**

Perform basic nonlocomotor skills. Example: Demonstrate balance on stable and unstable objects (e.g., walk on a rope on the floor, a balance board, on top of tires) and/or demonstrate weight transfer/tumbling skills (e.g., log roll, egg roll, forward roll).

## **(IN 2010) PE.K.1.3**

Perform basic manipulative skills. Example: Demonstrate eye-hand and eye-foot coordination skills (e.g., throw a ball above head, hit a balloon with hands, strike a balloon with a racquet, bounce a ball, kick a stationary ball).

## **(IN 2010) PE.K.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.K.2.1**

Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills. Example: Recognize movements and cues (e.g., gallop cue: leader leg; forward roll cue: be small and roll like a ball; kick a ball cue: toe down).

## **(IN 2010) PE.K.2.2**

Demonstrate variations in moving with spatial, directional, and temporal awareness. Example: Move in various directions (forward, backward, sideward), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast, slow) in 7 Indiana Standards 2008 - Physical Education skill development activities (e.g., walk on a curved rope on the floor; stretch high, low level for a crab walk; run fast in a tag game).

## **(IN 2010) PE.K.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.K.1.4**

Perform basic movements in a rhythmic manner. Example: Perform locomotor skills to a specific rhythm (e.g., walk to the rhythm as the teacher gives/calls directions for a simple circle dance; walk to drum beat; jump over a stationary rope on the floor while counting in a rhythm).

## **(IN 2010) PE.K.2.3**

Identify and demonstrate basic principles for learning basic movement skills. Example: Verbally identify and practice the basic principles for balance (e.g., arms extended for walking on a balance board), basic footwork skills (e.g., soccer ball dribble with soft taps of feet), and catching a ball (e.g., reach out with hands).

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**Applicable Weeks:**

4, 5, 6

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**Unit Information:**

- Lesson 1- Throwing and catching Frisbees (to target, to partner)
- Lesson 2-Throwing and catching (underhand/overhand)
- Lesson 3- Locomotor Skills

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**Big Idea:**

- Students will learn the basic form for throwing and catching a variety of objects
- Students understand how to move throughout space using various locomotor skills

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**Essential Questions:**

- In which sports could you use the different types of throwing?
- Why do I need to know how to do the locomotor skills?

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**Learning Activities:**

- Throwing a Frisbee at a target
- Throwing a Frisbee to a partner
- Throwing and catching underhand/overhand (various types of balls)
- Locomotor skill game/practice

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**Vocabulary:**

- frisbee
- throw
- catch

- target
- underhand
- overhand
- opposite
- follow through
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**Student Objectives:**

TSWBAT:

- Throw a Frisbee with correct form
- Give two cue words for throwing a Frisbee
- The students will be able to perform 3 of the 4 locomotor skills correctly

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**Resources Used:**

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**Assessments Used:**

- Throwing and Catching
- Locomotor Skills

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: K | Subject: PE | Quarter: 1 |**

**Map Title: K Q1 U3**

**Unit Title: *Kicking/Soccer Skills***

**(IN 2010) PE.K.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.K.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.K.3 2008**

Physical Activity: Students participate regularly in physical activity.

**(IN 2010) PE.K.5 2008**

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

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**Applicable Weeks:**

7, 8, 9

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**Unit Information:**

- Kicking to a target
- Passing and trapping with a partner
- Dribbling and touching the ball with feet

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**Big Idea:**

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

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**Essential Questions:**

- Why should I trap the ball before kicking it?
  - Why can't I touch the ball with my hands?
  - Why do I need to know how to dribble and kick the ball?
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**Learning Activities:**

- Kicking to a target
- Passing and trapping with a partner
- Touching the ball with different parts of their feet
- Dribbling in general space and around cones

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**Vocabulary:**

- pass
- trap
- soccer
- dribble
- touches (with feet)
- handball
- inside of foot

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**Student Objectives:**

TSWBAT:

- Kick a ball using the inside of their foot
- Trap a soccer ball

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**Resources Used:**

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**Assessments Used:**

- Kicking between cones
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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: K | Subject: PE | Quarter: 2 |**

**Map Title: K-Q2-U1**

**Unit Title: *Fitness***

**(IN 2010) PE.K.3 2008**

Physical Activity: Students participate regularly in physical activity.

**(IN 2010) PE.K.4 2008**

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

**(IN 2010) PE.K.6 2008**

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

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**Applicable Weeks:**

10, 11, 12

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**Unit Information:**

-Stations-Circuits

-Fitness Games

-Fitness Testing

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**Big Idea:**

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

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**Essential Questions:**

How can I work on my physical fitness at home?

Why is fitness important?

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**Learning Activities:**

Exercise stations

Jump Rope lesson

Circuit training

Fitness related games (relay races, my plate-healthy eating, workout videos, cardio kickball)

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**Vocabulary:**

-Physical fitness

-Cardio

-Flexibility

-Stretching

-Jump

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**Student Objectives:**

TSWBAT:

-Perform various fitness exercises (push-ups, sit-ups, front plank, etc.)

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**Resources Used:**

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**Assessments Used:**

Fitness Testing (Fitness Gram, etc.)

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: K | Subject: PE | Quarter: 2 |**

**Map Title: K Q2-U2**

**Unit Title: *Holiday Games/Assessments***

**(IN 2010) PE.K.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.K.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.K.3 2008**

Physical Activity: Students participate regularly in physical activity.

**(IN 2010) PE.K.4 2008**

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

**(IN 2010) PE.K.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.K.6 2008**

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

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**Applicable Weeks:**

16, 17, 18

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**Unit Information:**

Finish Assessments for quarter

Fun Holiday Games

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**Big Idea:**

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

-knock the elf off the shelf

-Sleigh rides

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**Essential Questions:**

Why is it important to stay active around the holidays?

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**Learning Activities:**

- Sleigh rides
- Shadow Dodging
- Snowball Fight
- Hungry Hungry Hippos (Christmas Version)
- Skating (carpet squares)
- Obstacle Course
- Station Assessments

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**Vocabulary:**

- Holidays
- Sleigh
- shadow
- dodging
- obstacle course

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**Student Objectives:**

TSWBAT:

- Work together cooperatively and use good sportsmanship while playing the different games.

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**Resources Used:**

PE Central (online)

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**Assessments Used:**

Skill testing assessment (locomotors)

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: K | Subject: PE | Quarter: 2 |**

**Map Title: K Q2-U3**

**Unit Title:**

**(IN 2010) PE.K.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.K.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.K.3 2008**

Physical Activity: Students participate regularly in physical activity.

**(IN 2010) PE.K.4 2008**

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

**(IN 2010) PE.K.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.K.6 2008**

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

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**Applicable Weeks:**

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**Overview:**

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**Unit Information:**

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**Transfer Goal(s):**

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**Big Idea:**

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**Enduring Understandings/Big Ideas:**

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**Essential Questions:**

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**Essential Questions:**

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**Learning Activities:**

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**Knowledge Learning Targets:**

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**Vocabulary:**

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**Skill Learning Targets:**

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**Student Objectives:**

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**Vocabulary:**

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**Resources Used:**

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**Technology Skills:**

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**Assessments Used:**

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**Assessments:**

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**Resources:**

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**Comments:**

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**Sample Lesson Sequence/Outline:**

Attached Files:

*There are no files attached to this map.*



# Map Report

**Grade: K | Subject: PE | Quarter: 3 |**

**Map Title: K Q3 U1**

**Unit Title: *Basketball Skills***

**(IN 2010) PE.K.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.K.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.K.3 2008**

Physical Activity: Students participate regularly in physical activity.

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**Applicable Weeks:**

19, 20, 21

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**Unit Information:**

Skills - dribbling, passing, shooting

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**Big Idea:**

To begin introducing and practice the basic skills needed to play basketball.

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**Essential Questions:**

Why is it important to learn to play basketball?

Why should I practice something I'm not good at?

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**Learning Activities:**

Dribbling in place/general space

Dribble to poly spots

Partner Passing-sitting/stangint-back and forth-Bounce Passes

Shooting on shorter goals

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**Vocabulary:**

-basketball

-shoot

-dribble

-pass

-hoop

-court

-bounce pass

-chest pass

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**Student Objectives:**

TSWBAT:

-dribble in place for at least 10 seconds.

-tell me three different cues for passing a basketball

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**Resources Used:**

PE Central

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**Assessments Used:**

Basketball skills assessment (dribbling, passing)

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: K | Subject: PE | Quarter: 3 |**

**Map Title: K Q3 U2**

**Unit Title: *Striking w/ Rackets and Paddles***

## **(IN 2010) PE.K.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.K.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.K.6 2008**

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

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## **Applicable Weeks:**

22, 23

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## **Unit Information:**

Striking with rackets and paddles

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## **Big Idea:**

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

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## **Essential Questions:**

In what sports might you hit with a paddle or racket?

Why is it important to know how to strike with a paddle?

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## **Learning Activities:**

Hit against the wall using a short handed paddle.

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

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**Vocabulary:**

-Paddle

-Strike

-Hitting

-Target

-Aim

-Follow through

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**Student Objectives:**

TSWBAT:

Name two cues used for striking a ball with a paddle

Hit the ball with the paddle atleast three out of five times off of a bounce

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**Resources Used:**

PE Central

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**Assessments Used:**

Verbal review/assessment

Strike against a wall

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: K | Subject: PE | Quarter: 3 |**

**Map Title: K Q3 U3**

**Unit Title: *Dance/Fitness/Tumbling***

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## **Applicable Weeks:**

24, 25, 26, 27

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## **Unit Information:**

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

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## **Big Idea:**

For the students to learn movement patterns and body manipulate body parts

For the students to practice/learn differnt fitness concepts

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## **Essential Questions:**

Why is fitness important?

Why is dancing important?

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## **Learning Activities:**

Tumbling- forward roll/cartwheel/backward roll/log rolls/donkey kicks

Dance- Youtube dances - Whip Nae Nae (fitness version), Hampster Dance, creative movements, line dance, wedding dances

Fitness- stations, games (tri-athalons, obstacle course)

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**Vocabulary:**

- tumbling
- forward roll
- log roll
- donkey kick
- circuit
- rhythm
- movement

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**Student Objectives:**

TSWBAT:

- Correctly demonstrate a forward roll (or log roll)
- participate the entire length of a dance without running into anyone.
- give one reason why fitness is important

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**Resources Used:**

You Tube

Pe Central

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**Assessments Used:**

Tumbling skills assessment

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**Comments:**

Attached Files: *There are no files attached to this map.*

# Map Report

**Grade: K | Subject: PE | Quarter: 3 |**

**Map Title: K Q4-U1**

**Unit Title: *Literacy in P.E.***

**(IN 2014) LA.K.SL.4.3**

Give, restate, and follow simple two-step directions.

**(IN 2014) LA.K.SL.2.4**

Ask questions to seek help, get information, or clarify something that is not understood.

**(IN 2014) LA.K.W.3.2**

Use words and pictures to develop a main idea and provide some information about a topic.

**(IN 2014) LA.K.W.6.2**

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

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**Applicable Weeks:**

28, 29

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**Unit Information:**

- Spelling words from class room teachers can be used
- Collaborate with class room teacher
- May need special equipment/supplies in preparation for the unit

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**Big Idea:**

For the students to work on literacy skills in a different setting and understand the value of using these skills in P.E.

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**Essential Questions:**

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

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**Learning Activities:**

Locomotor Go-Fish

Books in motion (need projector)

Turn and talk (about the activity for the day)

**Vocabulary:**

-Literacy

-Spelling words (from teacher)

-Exercise names

**Student Objectives:**

TSWBAT:

-tell you why reading and words are important in sports

-talk to a classmate about an activity (what was your favorite part? What was a problem you had?)

**Resources Used:**

PE Central

INDOE (literacy standards)

**Assessments Used:****Comments:**

Attached Files:

*There are no files attached to this map.*



# Map Report

**Grade: K | Subject: PE | Quarter: 4 |**

**Map Title: K Q4- U2**

**Unit Title: *Outdoor Rec***

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## **Applicable Weeks:**

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

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## **Unit Information:**

This unit will be left up to teacher discretion to choose activities. They may also need to finish yearly assessments during this time. Field day would also be included in this time frame. Activities may include a scavenger hunt, tee-ball and kickball.

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## **Big Idea:**

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

Know how to use the basic skills of throwing and catching, batting

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## **Essential Questions:**

What is your favorite part about baseball?

What are some games that I can play outside at home?

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## **Learning Activities:**

T-Ball

Scavenger Hunt

Kickball

Field day games

Final assessments for the quarter or SLO's

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**Vocabulary:**

1st,2nd,3rd bases and home plate

field day game names/skills

scavenger

bat

baseball/softball/whiffleball

**Student Objectives:**

TSWBAT:

Run the bases in the correct order

Hit the ball off of a tee 4/5 times

**Resources Used:**

PE Central

**Assessments Used:**

Batting assessment (from a tee)

Verbal formative assessment for batting

SLO

**Comments:**

Attached Files:

*There are no files attached to this map.*