



Wachusett Regional School District
Physical Education Curriculum Maps

School: _____

Grade: K

September

Essential Questions:

- 1. How can I behave appropriately in exercise settings (in and out of school)?**
- 2. How can I be a responsible member of a group/team?**
- 3. What is a locomotor movement?**

Content	Skills	Assessments
Space Awareness *2, 4 (2.1, 2.2, 2.7) a. General Space b. Personal Space	-Understands the difference between personal and general space. -Students establish personal space. -Establish stop and go signals. <i>-Demonstrates movement in both personal (self-space) and general space (S2.E1.Ka)</i> <i>-Moves in personal space to a rhythm (S2.E1.Kb)</i>	Teacher observed Checklists (group tasks and skill-based)
Follows Directions in Group (e.g. displays safe behaviors, follows rules, takes turns, etc.) *4 (2.7)	-Orientation games (behavior management games). -Completes a given task safely. <i>-Follows directions in group settings (safe behaviors, following rules, taking turns, etc.) (S4.E1.K)</i> <i>-Demonstrates ability to acknowledge responsibility for behavior when prompted (S4.E2.K)</i>	Video clips/digital images
Shares Equipment & Space *2, 4 (2.7)	-Initiates sharing options; avoids collisions and demonstrates changes of directions. <i>-Shares equipment and space with others (S4.E4.K)</i>	Class management assessment
Locomotor Skills *1, 2 (2.2) a. Hop b. Skip c. Jump d. Slide e. Gallop	-Students exhibit an ability to change direction. <i>-Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (S1.E1.K)</i>	Checklists (group tasks and skill-based)
Travel in Three Pathways *1, 2 (2.1)	-Participates in pathway games. -Follows Pathway sequence. <i>-Travels in three different pathways (S2.E2.K)</i>	Pathway Card game
Actively Engaged in PE *1, 2, 3 (2.4)	-Participates in teacher led activities (e.g. tag games). <i>-Actively participates in physical education class (S3.E2.K)</i>	Teacher observed



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October

Essential Questions:

1. How does body position effect my throwing?
2. What is the difference between underhand and overhand throwing?
3. Where do your eyes look during a successful catch?
4. What are the different ways I can use my feet to strike a ball?
5. What are the most important key point when striking a ball with my foot?

Content	Skills	Assessments
I. Throwing and Catching *1, 4 (2.2)	-Toss and catch self tossed ball, scarves, and varied objects. -Partner activities centered on catching large balls. -Initiates sharing options; avoids collisions and demonstrates changes of direction. <i>-Drops a ball and <u>catch it before it bounces twice (S1.E16.Ka)</u></i> <i>-Catches a large ball tossed by a skilled thrower (S1.E16.Kb)</i>	Teacher observed Checklists
II. Throwing and Catching *1, 2 (2.1, 2.2)	-Performs an under and overhand throw with proper form. -Starts to show understanding of opposition when throwing over and underhand. <i>-<u>Throws underhand with opposite foot forward (S1.E13.K)</u></i>	Graphic response
Kicking *1 (2.2)	-Kick a stationary ball of different types, textures, and sizes using any part of the foot. -Uses a 2 or 3 step approach to kick a stationary ball. -Hops onto non-kicking leg before the kick. -Walk and roll a ball forward with feet. <i>-<u>Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern (S1.E21.K)</u></i>	Group performance sheets



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November

Essential Questions:

- 1. What skills and concepts carry over from using my extremities to short and long handled implement striking?**
- 2. How can I use short handled implements for low organized game play and for my enjoyment of physical activity for leisure use (birthday party or family gathering)?**

Content	Skills	Assessments
I. Striking with Hands/Volleying *1 (2.2)	-Maintaining eye contact with object (e.g. balloon). -Striking a lightweight object with hands/palms (pushing upward). <i>-Volleys a lightweight object (balloon), sending it upward (S1.E22.K)</i>	Exit slips Teacher Observation Video clips
Striking with Short-handled Equipment (e.g. paddles) *1, 2 (2.2, 2.1)	-Strikes a small suspended object (i.e. balloon, birdie, wiffleball) repeatedly. -Strikes object with a partner or in a small group activity. <i>-Strikes a lightweight object with a paddle/short-handled racket (S1.E24.K)</i>	Exit slips Teacher Observation Video clips
Follows Teacher Directions (e.g. safe participation, proper use of equipment, minimal reminders). *2, 4 (2.7)	-Returns equipment properly and efficiently. -Demonstrates proper carrying and handling techniques. <i>-Demonstrates ability to accept instruction/directions when prompted (S4.E3.K)</i> <i>-Follows teacher directions for safe participation and proper use of equipment with minimal reminders (S4.E6.K)</i>	Teacher observed Checklists



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December

Essential Questions:

1. How can I move my body safely in a variety of ways?
2. Why is it important to maintain your balance (static and dynamic) during movement?
3. When do you need to maintain your balance during a given activity?
4. What are the most important things to remember when dribbling a ball?
5. How does dribbling a basketball in different ways help you during game play?

Content	Skills	Assessments
I. Gymnastics: Balance, Rolling, Jumping and Landing *1, 2, 4 (2.1, 2.2, 2.7)	-Balance on various body parts (e.g. one point of contact). -Balance on a combination of body parts. Explore small and large surface areas of the body. Balance on a variety of apparatus. -Travel and stop in varied balance positions reacting to music or signal. -Share equipment and space with others. <i>-Maintains momentary stillness of different bases of support (S1.E7.Ka)</i> <i>-Contrasts the actions of curling and stretching (S1.E10.K)</i>	Teacher observed Points of Patches activity Create a routine
II. Gymnastics: Balance, Rolling, Jumping and Landing *1, 2 (2.2, 2.1)	-Create rounded body shapes using letters of the alphabet. -Perform varied rolling motions: egg roll, forward roll, log roll, rocker. -Roll forward smoothly. <i>-Forms wide, narrow, curled and twisted body shapes (S1.E7.Kb)</i> <i>-Rolls sideways in a narrow body shape (S1.E9.K)</i>	Performance Checklists/ Task Cards Graphic response
I. Basketball: Dribbling with Hands *1 (2.2)	-Using two hands bounce and catch a variety of balls. Next, slowly travel forward while bouncing and catching. -Dribbles balls of different sizes using one hand in personal space. <i>-Dribbles a ball with one hand, attempting the second contact (S1.E17.K)</i>	Hand Drawing assessment Peer coaching
II. Basketball: Dribbling with Hands *5 (2.7)	-Students will acknowledge feedback for skill and behavior performances. Demonstrates ability to accept instruction and directions when prompted.	Teacher observed Graphic response



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January

Essential Questions:

- 1. What activities and exercises will make my heart healthier?**
- 2. What activities can improve my muscular strength?**
- 3. What is the difference between muscle health and heart activities/exercises?**

Content	Skills	Assessments
I. Health-Related Fitness, Heart Health, and Muscular Fitness *2, 3 (2.1, 2.4, 2.5)	-Identifies the heart is a pump and where it sits in your body. -Understands that heart beats faster at play and slower at rest. -Identifies sign of heart healthy activity i.e. sweating, fast heartbeat, warm skin, breathing “hard”. -Participates in heart healthy activities both in and out of school (e.g. locomotor activities, tag games, HOPSports, jump rope, home play, more). <i>-Recognizes that when you move fast, your heart beats faster and you breathe faster (S3.E3.K)</i>	Graphic response Heart Healthy Harry Assessment Digital picture of an aerobic activity (out of school assignment).
II. Health-Related Fitness, Heart Health, and Muscular Fitness *2, 3, 5 (2.4, 2.5, 2.6)	-Identifies the importance of being physically fit (heart, bones, and muscles are strong and healthy). -Understands that children need at least “60 min. of physical activity each day”. -Recognizes the importance of a healthy lifestyle. <i>-Identifies active play opportunities outside of physical education class (S3.E1.K)</i>	Checklist
III. Health-Related Fitness, Heart Health, and Muscular Fitness *3 (2.5, 2.6)	-Identifies the importance of daily consumption and fruit, vegetables, and protein. -Recognizes that food provides energy for physical activity	MyPlate.gov visual



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February

Essential Questions:

- 1. How can creative movement help enhance coordination and enjoyment for physical activity?**
- 2. How can participation in group rhythmic activities contribute to social interaction?**

Content	Skills	Assessments
Performs locomotor skills in response to teacher-led creative dance . *1, 2 (2.1, 2.2)	-Skips, hops and marches to drum beat and musical sequences. -Follows cues from teacher with regard to changes of locomotor skills during dance sequence (Learning Station cd's). -Develops own sequence to music demonstrating various locomotor movements (random). <i>-Performs locomotor skills in response to teacher-led creative (S1.E5.K)</i>	Create a dance Video clips Graphic response
Moves to a rhythm in personal space *1, 2, 4 (2.3)	-Follow a beat during basic line dances ("Chicken Dance", "Hand Up"); non-locomotor. -Respect others and work cooperatively.	Teacher observed



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March

Essential Questions:

- 1. Why is it important to be safe when sledding?**
- 2. How can you sled safely and appropriately?**
- 3. Why is it important to take turns?**
- 4. What outdoor activities make exercise enjoyable?**

Content	Skills	Assessments
Winter Outdoor Activities *1, 2, 4 (2.2, 2.6, 2.7)	-Sledding activities: identify ways to be safe on a sled (e.g. sitting down and hands on inside of sled). -Personal Responsibility: taking turns traveling down sliding area. Waiting until sled has come to a stop to exit the "Snow rocket".	Peer review
Discusses the relationship between physical activity and good health *3, 5 (2.4, 2.6)	-Heart Health: students will identify that walking up a sledding hill helps the heart get exercise.	Graphic response
Identifies physical activities that are enjoyable *3, 5 (2.5, 2.6)	-Students will actively select various physical activities for recess play and free time. -Indoors: obstacle course training. Introduce the terms "over", "under", "around", "through", "in", "out", "above", "below" and "on". -Individual work with various props and objects. <i>-Identifies physical activities that are enjoyable (S5.E3.Ka)</i> <i>-Discusses the enjoyment of playing with friends (S5.E3.Kb)</i>	My Life Assessment (graphic)



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April

Essential Questions:

- 1. How can creative movement (e.g. jumping) enhance coordination and enjoyment for physical activity?**
- 2. Why is it enjoyable to play and exercise with friends?**

Content	Skills	Assessments
Performs jumping and landing actions with good balance *1, 2 (2.2, 2.1)	-Jump using a variety of takeoffs and landings (2-2, 2-1, 1-1, etc.) Uses "give" to land softly after jumping. -Jumping over stationary objects. -Obstacle course work. <i>-Performs jumping/landing actions with good balance (S1.E3.K)</i> <i>-Executes a single jump with self-turned rope (S1.E27.K)</i>	Graphic response Checklists Video clips
Discuss the enjoyment of playing with friends *4, 5 (2.6)	-Students will verbalize that playing with friends is fun. Students identify favorite activities.	Checklists Take home assignment



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May

Essential Questions:

- 1. How do my skills (physical and problem-solving) carry over to a game situation?**
- 2. What have are some basic concepts that I have learned during physical education?**

Content	Skills	Assessments
Low Organized Games (re-visit learned skills) *1, 2, 3, 4, 5 (2.6, 2.7)	-Review of many concepts covered in prior months. -Recognize boundary lines and follow rules concerning them. -Shows positive sportsmanship. -Participate in pathway games. -Understand that running games to make our heart pump faster. -Understands that changing direction helps you to capture and flee. -Students move around in general space using different locomotor movements.	- Self assessment - Peer assessment - Graphic response



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June

Essential Questions:

- 1. How do performing rhythmic activities help coordination?**
- 2. How do rhythmic activities help our focus and self-control?**
- 3. Why is it important to move in time to a steady beat?**
- 4. How does the concept of rhythm and timing aid us in all those sports we play?**

Content	Skills	Assessments
Rhythm and Dance *1, 2, 4, 5 (2.3, 2.6, 2.7)	-Use different props to keep a steady beat (e.g. lummi sticks, scarves, paper plates). -Perform a simple line dance (e.g. "Mexican Hat Dance", "Tony Chestnut", dyna-band routine). -Move body accordingly to fast, medium, and slow beats. -Changes direction, pathway, tempo to music and/or drum beat.	Follow a Rhythmic Pattern Teacher observed Digital voice feedback