

Physical Education- Kindergarten Curriculum Map

INSTRUCTIONAL TIME PERIOD	SKILLS / OUTCOMES	ASSESSMENT
Unit 1	Balance The students will be able to: • Identify the various body parts which can be used for bases of support. • Explore and demonstrate various static balances. • Maintain momentary stillness on different bases of support. • Form wide, narrow, curled and twisted body shapes. • Explore and demonstrate basic dynamic balances on lines and low beams. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 1: PE.S1.E6.K Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	• Questioning • Demonstrations • Observations • Participation
Unit 2	Bats, Racquets and Extensions The students will be able to: • Demonstrate proper grip with short handled implement, paddle / racquet. • Strike a light weight object with a paddle / racquet. • Demonstrate proper grip with a long handled implement, broomball / hockey stick. • Move a lightweight object with a long handled implement, broomball / hockey stick. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards:	• Questioning • Demonstrations • Observations • Participation

	Standard 1: PE.S1.E20.K Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	
Unit 3	Hand Eye Coordination The students will be able to: • Catch a scarf with 2 hands off a stationary self toss. • Catch a scarf with 1 hand off a stationary self toss. • Catch a scarf with 2 hands while traveling. • Catch a scarf with 2 hands delivered by a skilled thrower. • Demonstrate ability to track moving objects, both large and small. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 1: PE.S1.E13.K Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	• Questioning • Demonstrations • Observations • Participation
Unit 4	Foot Manipulation and Kicking The students will be able to: • Tap a ball with the inside part of one foot to the opposite foot and then send it forward. • Kick a stationary ball with the front of their foot demonstrating emerging elements of mature form. • Kick a stationary ball with the inside of their foot. • Trap a moving ball with the bottom of their foot.	• Questioning • Demonstrations • Observations • Participation

	Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 1: PE.S1.E15.K, PE.S1.E16.K Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	
Unit 5	Large Object Manipulation The students will be able to: - Catch a large ball with 2 hands off self bounce. - Catch a large ball with 2 hands off self toss. - Catch a large ball with 2 hands off a toss delivered by a skills thrower. - Roll a Large object underhand with the opposite foot forward. - Demonstrate introductory bounce/toss catch patterns. - Dribble a ball with one hand, attempting a second contact. - Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 1: PE.S1.E10.K, PE.S1.E13.K, PE.S1.E14.K Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	Questioning Demonstrations Observations Participation

Unit 6	Small Object Manipulation The students will be able to: • Throw a small object into open space. • Throw a small object overhand with the opposite foot forward. • Throw a small object underhand with the opposite foot forward. • Roll a small object underhand with the opposite foot forward. • Drop a small ball and catch it before it bounces twice. • Catch a medium size object off a toss by a skilled thrower. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 1: PE.S1.E10.K, PE.S1.E13.K Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	• Questioning • Demonstrations • Observations • Participation
Unit 7	Striking The students will be able to: • Volley a lightweight object in self space, sending it upward using various body parts. • Volley a lightweight object in self space for multiple repetitions. • Volley a lightweight object while traveling in general space. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 1: PE.S1.E18.K Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K	• Questioning • Demonstrations • Observations • Participation

	Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	
Unit 8	Traveling, Jumping and Landing The students will be able to: • Perform locomotor skills of (hop, gallop, slide and skip) while maintaining balance and using emerging form with and without a sustained beat or rhythm. • Differentiate between movement in personal and general space. • Demonstrate travel in three different pathways. • Demonstrate travel at different speeds. (Terminology of Jog vs. Sprint) • Perform jumping and landing actions with balance. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 1: PE.S1.E1.K, PE.S1.E2.K, PE.S1.E3K Standard 2: PE.S2.E1.K, PE.S2.E2.K, PE.S2.E3.K Standard 3: PE.S3.E1.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	• Questioning • Demonstrations • Observations • Participation
Unit 9	Tumbling and Body Awareness The students will be able to: • Perform various animal walks. • Roll sideways in a narrow body shape. • Demonstrate introductory weight transfer techniques. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 1: PE.S1.E5.K, PE.S1.E6.K	• Questioning • Demonstrations • Observations • Participation

	Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	
Unit 10	Rhythms, Dance and Apparatus The students will be able to: Dance: • Move in personal space to a rhythm. • Perform locomotor movements to teacher led dance. • Repeat a dance pattern without cues. • Performs several celebration dances. Apparatus: • Perform a single side swing twirl. • Execute a single jump over a self turned rope. • Jump a long rope with teacher assisted turning. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers in both areas. Wisconsin Physical Education Standards: Standard 1: PE.S1.E3.K, PE.S1.E22.K Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	• Questioning • Demonstrations • Observations • Participation

Unit 11	Flee, Chase, Dodge and Guard The students will be able to: • Travel fast and slow using different pathways and changing directions in response to an obstacle or a moving object/person. • Demonstrate basic chase and flee techniques. (tag activities) • Use basic protection techniques when defending an object or person. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 1: PE.S1.E1.K Standard 2: PE.S2.E1.K, PE.S2.E2.K, PE.S2.E3.K Standard 3: PE.S3.E1.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	• Questioning • Demonstrations • Observations • Participation
Unit 12	Huff, Puff and Stuff The students will be able to: • Sustain activity for a specific block of time or distance. • Participate in a variety of activities and games that increase breathing and heart rate. • Describe how the body feels during and following physical activity. • Identify enjoyable activities that promote physical activity / movement in and outside of school. • Understand the relationship between food and energy for their body. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 1: PE.S1.E1.K Standard 2: PE.S2.E1.K, PE.S2.E2.K Standard 3: PE.S3.E1.K, PE.S3.E2.K, PE.S3.E3.K, PE.S3.E7.K, PE.S3.E9.K	• Questioning • Demonstrations • Observations • Participation

	Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	
Unit 13	Push, Pull and Climb The students will be able to: • Participate in muscular activities designed to enhance upper body strength and endurance. • Participate in muscular activities designed to enhance lower body strength and endurance. • Participate in muscular holds and activities designed to enhance core strength and endurance. • Describe how the body feels during and following muscular strength activities. • Identify enjoyable activities related to muscular strength. • Recognize the body has bones and muscles. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards: Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K, PE.S3.E2.K, PE.S3.E3.K, PE.S3.E7.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	• Questioning • Demonstrations • Observations • Participation
Unit 14	Bend, Flex, Twist and Curl The students will be able to: • Identify body planes and various body parts involved in each stretch and activity. • Identify and perform basic body curls, twists, and bends. • Form the body into a variety of creative shapes. • Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers. Wisconsin Physical Education Standards:	• Questioning • Demonstrations • Observations • Participation

	Standard 1: PE.S1.E6.K, PE.S1.E7.K Standard 2: PE.S2.E1.K Standard 3: PE.S3.E1.K, PE.S3.E4.K, PE.S3.E7.K Standard 4: PE.S4.E1.K, PE.S4.E2.K, PE.S4.E3.K, PE.S4.E4.K, PE.S4.E5.K, PE.S4.E6.K, PE.S4.E7.K Standard 5: PE.S5.E1.K, PE.S5.E2.K, PE.S5.E3.K	
--	---	--

Revised March 2022

Board Reviewed 4/2022

Wisconsin Standards for Physical Education Covered in Kindergarten (Essential standards are in red.)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.

PE.S1.E1.K Perform locomotor skills (e.g., hop, gallop, run, slide, skip) while maintaining balance.

PE.S1.E2.K Perform jumping and landing actions with balance.

PE.S1.E3.K Perform locomotor skills in response to teacher-led creative dance.

PE.S1.E5.K Roll sideways in a narrow body shape.

PE.S1.E6.K A. Maintain momentary stillness on different bases of support. B. Form wide, narrow, curled, and twisted body shapes.

PE.S1.E7.K Contrast the actions of curling and stretching.

PE.S1.E10.K Roll or throw underhand with opposite foot forward.

PE.S1.E13.K A. Drop an object and catch it before it bounces twice. B. Catch a large object tossed by a skilled thrower.

PE.S1.E14.K Dribble a ball with one hand, attempting the second contact.

PE.S1.E15.K Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern.

PE.S1.E16.K Tap an object using the inside of the foot, sending it forward.

PE.S1.E18.K Volley a lightweight object (balloon), with an open palm, sending it upward.

PE.S1.E20.K Strike a lightweight object with a paddle or short-handled racket.

PE.S1.E22.K A. Execute a single jump with a self turned rope. B. Jump a long rope with teacher assisted turning.

Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

PE.S2.E1.K A. Differentiate between movement in personal (selfspace) and general space. B. Move in personal space to a rhythm.

PE.S2.E2.K Travel in three different pathways (e.g., straight line, curved line, and zigzag).

PE.S2.E3.K Travel in general space at different speeds.

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

PE.S3.E1.K Identify active play opportunities in and out of school.

PE.S3.E2.K A. Recognize and model the visible and physical signs that are related to vigorous movement. (e.g., sweating, heavy breathing, heart beating faster). B. Recognize exercising the heart helps keep the body healthy.

PE.S3.E3.K Recognize the body has bones and muscles.

PE.S3.E4.K Identify the body part involved when stretching.

PE.S3.E7.K Demonstrate knowledge of physical activity and fitness (listed above) related to increasing heart rate, engaging different muscles, and performing various stretches during activity.

PE.S3.E9.K Recognize that food provides energy for physical activity.

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

PE.S4.E1.K Identify how to safely participate with peers and safely use equipment while following teacher directives.

PE.S4.E2.K Recognize the established protocol for the learning environment. (WSEL C 21)

PE.S4.E3.K Recognize everyone has similarities and differences with teacher guidance. (WSEL C 14)

PE.S4.E4.K Demonstrate curiosity, risktaking, and willingness to engage in new experiences with teacher guidance. (WSEL C 10)

PE.S4.E5.K Adapt behavior based on teacher directives. (WSEL C 17)

PE.S4.E6.K Identify and communicate needs in conflict situations with teacher guidance. (WSEL C 19)

PE.S4.E7.K Recognize that they have choices in how to respond to situations with teacher guidance. (WSEL C 20)

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

PE.S5.E1.K Recognize that physical activity is important for overall health and well-being.

PE.S5.E2.K Engage in meaningful learning through attempting, repeating, and exploring a variety of experiences and activities. (WSEL C 11)

PE.S5.E3.K Identify physical activities that are enjoyable with or without others.