

Platte #1 Curriculum Map

Subject: K-2 Physical Education

*Depending on class sizes in Glendo, units or activities may have to be altered.

Unit of Study and Time	Essential Questions/Content	Objectives/ Learning Targets	Resources	Projects/Activities	Assessment/ Proficiency Scale	Standard *Bold=Assessed
Building a foundation 2 weeks	Classroom management, procedures, expectations What is personal space why is it so important? What are locomotor and non-locomotor movements? How do we partner up? What does freeze mean? What do we do when the music starts and stops?	Students will be able to demonstrate an understanding of classroom procedures. Students will be able to demonstrate what personal space is. Students will be able to demonstrate how to move safely while using different levels, pathways and directions. Students will be able to identify and demonstrate a variety of locomotor and non-locomotor movements. Students will be able to demonstrate various pathways, directions and levels.	SPARK Curriculum Dynamic PE PE Kansas	Personal/General Space Locomotor Skills, Levels, and Directions Pathways Classroom management, procedures, expectations Locomotor Movements Body Management/Balance Pairing and Moving Together Grouping Chasing and Fleeing Fitness Introduction Flexibility	Building a Foundation Performance Rubric Daily Points	PE 2.1.1 PE 2.1.2 PE 2.2.4 PE 2.3.1 PE 2.3.2
Playground and Recess Activities Review 1 week	When you have a disagreement with another person, what are ways you can handle it? What are ways you can make teams during recess?	-Students will understand the recess equipment bins and how they are responsible for it. -Students will be able to identify games that can be played with the equipment and areas to play games in.	SPARK Curriculum Libbey Playground Rules	Playing Areas Games to Play and Rules for each Game Problem Solving Inclusive Strategies Recess Equipment Bins	Daily Points	PE 2.2.4 PE 2.3.1 PE 2.3.2

	<p>How can you include others in your games?</p> <p>What games can you play on the grass, sidewalks, basketball courts, etc...?</p> <p>How do you know what recess equipment you should use?</p>	-Students will identify basic problem solving techniques to use during recess .				
<p>Manipulatives</p> <p>Juggling</p> <p>Scarves</p> <p>Bean Bags</p> <p>Ribbon Wands</p> <p>Hula Hoops</p> <p>Frisbee</p> <p>5 weeks</p>	<p>When juggling, why is it important to be watching your scarves?</p> <p>What is the difference between a flick and a claw while juggling?</p> <p>Why do you want the scarves to float?</p> <p>What is column juggling?</p> <p>What can you use at home for juggling scarves?</p> <p>When going up across, do you need to cross your midline?</p> <p>-What are some locomotor skills?</p> <p>-When tossing to yourself, which way does your hand go?</p> <p>-When catching the bean bag, what should your hands look like?</p> <p>-Where should you be looking when you are tossing and catching?</p>	<p>-Students will be able to identify 5 locomotor skills.</p> <p>-Students will demonstrate tossing and catching 3 different ways.</p> <p>-Students will be able to identify their midline and demonstrate crossing their midline.</p> <p>-Students will be able to identify a healthier snack than a cookie.</p> <p>-Students will be able to identify ways to increase their flexibility</p> <p>-Students will be able to demonstrate movement using various pathways.</p> <p>-Students will be able to cooperatively work with a partner</p>	SPARK Curriculum Dynamic PE PE Kansas	<p>Juggling Scarves:</p> <p>-Scarf Exploration</p> <p>-Scarf Juggling Lead-Up</p> <p>-Flicking and Clawing</p> <p>-Scarf Challenges</p> <p>Bean Bags:</p> <p>-Bean Bag Exploration</p> <p>-Twist and Turn/Bend and Stretch</p> <p>-Individual and Partner Toss/Catch Challenges</p> <p>-Toss to Targets</p> <p>Ribbon Wands:</p> <p>-Ribbon Wand Exploration</p> <p>-Chinese Ribbon Dance</p> <p>Hula Hoops:</p> <p>-Hoop Exploration</p> <p>-Hoop Challenges</p> <p>-Hoop Spinning and Rolling</p>	<p>Manipulatives Performance Rubric-</p> <p>Bean Bag</p> <p>Juggling Scarves</p> <p>Hula Hoops</p> <p>Frisbee</p> <p>Daily Points</p> <p>Teacher Observation and Question/Answer</p>	<p>PE 2.1.3</p> <p>PE 2.1.4</p> <p>PE 2.2.4</p> <p>PE 2.3.1</p> <p>PE 2.3.2</p> <p>PE 2.3.3</p>
<p>Parachute</p> <p>2 weeks</p>	<p>What is an overhand grip and an underhand grip?</p> <p>How do you not bump into others while moving the chute?</p>	<p>Students will demonstrate cooperation with others during challenges</p> <p>Students will engage in a variety of health enhancing activities</p>	SPARK Curriculum Dynamic PE PE Kansas	<p>Parachute Introduction</p> <p>Lifts, Pulls, Shakes, Waves</p> <p>Locomotor Movements while moving chute in circular direction</p>	<p>Parachute Performance Rubric-</p> <p>Teacher Question/Answer</p> <p>Teacher Observation</p> <p>Daily Points</p>	<p>PE 2.1.2</p> <p>PE 2.1.3</p> <p>PE 2.1.4</p> <p>PE 2.2.4</p> <p>PE 2.3.1</p>

	<p>What does moving the chute at a high level and low level look like?</p> <p>What makes the popcorn fly high?</p> <p>What way is clockwise and counterclockwise?</p> <p>As a group, what do we do to make catching objects easier?</p> <p>What does it mean to use teamwork when using the parachute? How can you be a good team mate?</p>	Students will demonstrate body control skills		<p>Chute Shapes</p> <p>Move and Groove</p> <p>Changing Places</p> <p>Parachute Fitness</p> <p>Popcorn</p> <p>Space Mountain</p> <p>Shark Attack</p>		<p>PE 2.3.2</p> <p>PE 2.3.3</p>
<p>Omnikin Ball Activities</p> <p>2 weeks</p>	<p>When we are tagging with the ball, do you push or touch another person?</p> <p>When playing tag, how can you keep yourself and others safe?</p> <p>When playing tag, how can you keep your heart rate up?</p> <p>When working with a small team, what are things we can do in order to be successful in our tasks?</p>	<p>Students will be able to follow directions in order to maintain a safe environment.</p> <p>Students will be able to communicate respectfully.</p> <p>Students will be able to work with their teammates in order to complete challenges</p>	<p>SPARK</p> <p>Omnikin Balls and Games</p> <p>Omnikin Cooperative Activities</p>	<p>Kin Ball Tag(singles and partners)</p> <p>Cooridor Challenges</p> <p>Popcorn Machine</p> <p>The Train</p> <p>Hands Free</p> <p>Keep it Up</p> <p>Alien Attack</p> <p>Bubblegum Bulldog</p> <p>Start Your Engine</p> <p>Indiana Jones</p> <p>Planet Chase</p>	Daily Points	<p>PE 2.2.4</p> <p>PE 2.3.1</p> <p>PE 2.3.2</p>
<p>Balance, Stunts, and Tumbling</p> <p>2 Weeks</p>	<p>How can you move your body like certain animals?</p> <p>How many legs does ...have?</p> <p>Does this animal have legs, knees, feet?</p>	<p>Students will be able to identify differences between animal movements.</p> <p>Students will understand what a base of support is.</p>	<p>SPARK and PANGRAZI</p>	<p>Stunts Introduction</p> <p>Animal Balancing Act</p> <p>Basic Body Positions</p> <p>Beanbag Balances</p> <p>Dynamic Balances</p>	<p>Balance, Stunts and Tumbling Performance Rubric</p> <p>Daily Points</p>	<p>PE 2.1.2</p> <p>PE 2.1.4</p> <p>PE 2.2.4</p> <p>PE 2.3.1</p> <p>PE 2.3.3</p>

	<p>What is the difference between a 1 point, 2 point, 3 point, 4 point, etc...balances?</p> <p>What is a base of support for balance?</p> <p>Which is easier to keep your balance: a wide base of support or a narrow one?</p> <p>What leg was easier to balance on?</p> <p>What is a dynamic balance? What is a static balance?</p> <p>What can you do with your legs and your arms to help improve your balance?</p> <p>What does it mean to shift your weight onto different body parts?</p> <p>How can you make sure you roll like a ball and not like a block?</p>	<p>Students will be able to demonstrate balance in a variety of ways and be able to create their own balance challenges.</p> <p>Students will be able to identify ways in which to reduce the force when they land while jumping.</p> <p>Students will be able to cooperatively work together in order to complete stunt challenges in a safe manner.</p> <p>Students will be able to identify the difference between a dynamic balance.</p>		<p>Jumping and Landing</p> <p>Partner Stunts</p> <p>Weight Transfer and Rolls</p> <p>Stunts-Add-On</p>		
<p>Catching and Throwing</p> <p>Scoops Balls</p> <p>Bowling</p> <p>4 weeks</p>	<p>What is the proper position for catching a bean bag with 2 hands below your waist as well as above your head?</p> <p>How would you catch with 1 hand on your right side and with 1 hand on your left side?</p> <p>Why do we step forward with the opposite foot when throwing, tossing, or rolling?</p> <p>Why do we use different types of tosses and throws depending on how close we are to our partners?</p> <p>What does putting an arch on the ball?</p>	<p>Students will know what foot to step with when they throw.</p> <p>Students will identify when to toss an object underhand or throw overhand.</p> <p>Students will demonstrate how to receive a ball and control it at various levels.</p> <p>Students will understand the difference between dominant and nondominant sides of their body.</p>	SPARK	<p>Self-Toss and Catch</p> <p>Partner Toss and Catch</p> <p>Overhand Throw to target or for distance</p> <p>Scoops and Balls:</p> <ul style="list-style-type: none"> -Scoops and Balls Introduction -Scoop and ball self challenges -Scoop and ball partner challenges <p>Bowling</p> <ul style="list-style-type: none"> -Rolling skills to partner and towards targets -Rolling challenges -Bowling rules and game play 	<p>Tossing/Catching and Throwing Performance Rubric</p> <p>Daily Points</p>	<p>PE 2.1.3</p> <p>PE 2.2.4</p> <p>PE 2.3.1</p> <p>PE 2.3.3</p>

	<p>How do you decrease the force of the ball when you catch it?</p> <p>How do you throw or toss an object farther and with greater accuracy?</p> <p>What determines where the ball goes when it is tossed?</p> <p>What makes the ball roll in the direction that it does?</p>	<p>Students will be able to toss underhand and throw overhand to a target.</p> <p>Students will be able to receive a ball and control it at various levels.</p> <p>Students will identify the skill cues involved in throwing a ball at a target.</p>				
<p>Jumping Patterns and Jump Rope</p> <p>4 weeks</p>	<p>Why do we bend our knees when we land after a jump?</p> <p>What do you do with your arms to gain distance on your jumps?</p> <p>What is it called when we take off on one foot and land on the others?</p> <p>What is it called when you take off on 2 feet and land on 2 feet?</p> <p>When jumping rope, what should your jump look like? How should you land? What do you do with your upper body?</p> <p>Why is it important to be aware of space around you during jumping activities?</p> <p>What comes first, the turn or the jump?</p> <p>Should you jump high or low when jumping over a rope?</p> <p>Who has the most important job, the turner or the jumper?</p> <p>How do be a good turner?</p> <p>What does your heart do in your body?</p>	<p>Students will identify what happens to their heart during exercise and at rest.</p> <p>Students will be able to explain what their heart does for their body.</p> <p>Students will be able to jump a self turned rope.</p> <p>Students will be able to jump a long rope turned by students/and or teacher.</p>	<p>SPARK</p> <p>American Heart Association</p> <p>Kansas State PE</p> <p>OPEN PhysEd</p>	<p>Jumping Patterns</p> <p>-Jumping and Landing Patterns</p> <p>-Jump for Distance</p> <p>-Hurdling Practice</p> <p>-Jumping Rhythmically</p> <p>Jump Rope</p> <p>-Stationary Jump Rope</p> <p>-Individual Rope Jumping I</p> <p>-Individual Rope Jumping II</p> <p>-Long Rope Turning in Pairs</p> <p>-Long Rope Jumping I</p> <p>-Long Rope Jumping II</p> <p>Jumping and Landing Circuit</p>	<p>Jumping Rope Performance Rubric</p> <p>-2nd Grade</p> <p>-1st Grade</p> <p>-Kindergarten</p> <p>Daily Points</p>	<p>PE 2.1.3</p> <p>PE 2.2.2</p> <p>PE 2.2.4</p> <p>PE 2.2.2</p> <p>PE 2.3.3</p>

	What happens to your heart when you exercise? When you are sleeping?					
Kicking and Trapping 1 week	<p>Why is it important to keep your eyes up and not just on the ball?</p> <p>Why is it important to be able to dribble with either foot?</p> <p>How do you know if you are using enough force to move the ball through the cones?</p> <p>Where should your foot contact the ball if you want the ball to travel in a straight line ahead of you? What about if you want it to travel to the right or left of you?</p> <p>Which part of your foot should you use for kicking a ball low along the ground? What about high in the air?</p> <p>Which pass works best when moving?</p> <p>How do you use your feet when dribbling? Are you using a lot of force?</p>	<p>Students will be able to demonstrate dribbling with their dominant and nondominant foot.</p> <p>Students will identify how to create more force when kicking or dribbling a ball.</p> <p>Students will demonstrate different ways to kick a ball so that it travels in different directions and/or levels.</p>	SPARK	<p>Dribbling Soccer Style</p> <p>Control Dribble to and around obstacles</p> <p>Partner Roll, Pass, and Trap</p> <p>Shadow Dribble</p> <p>Tunnel Dribble</p> <p>Kicking to a Target</p> <p>Kicking for Distance</p> <p>Kicking for Accuracy</p> <p>Passing in Pairs</p> <p>Triangle Passing and 3-Player</p> <p>Kick and Score</p>	Kicking and Trapping Performance Rubric Daily Points	<p>PE 2.1.3</p> <p>PE 2.2.2</p> <p>PE 2.2.4</p> <p>PE 2.3.2</p> <p>PE 2.3.3</p>
Dance/Rhythms with Drum Fit 2 weeks	<p>What does a 4-count beat or 8-count beat mean?</p> <p>Can you give me an example of a 4 or 8 count beat?</p> <p>Can you show how you would move to both a slow and fast rhythm?</p> <p>Can you name a folk dance? What are some of the locomotor movements you used in the dances?</p> <p>When are places you might dance at?</p>	<p>Students will be able to identify health benefits associated with participating in dance/rhythm activities.</p> <p>Students will be able to follow teacher directions and behave in a safe manner.</p> <p>Student will be able to perform a teacher and/or student designed rhythmic activity with correct response to simple rhythms.</p>	<p>SPARK Curriculum</p> <p>Coach J Hayes and C Hayes YouTube Channel</p> <p>Benjamin Pirillo YouTube Channel</p> <p>Heidi Tremaine YouTube Channel</p>	<p>Bunny Hop</p> <p>Mexican Hat Dance</p> <p>Hokey Pokey</p> <p>The Conga</p> <p>Seven Jumps</p> <p>The Muffin Man</p> <p>The Shoemakers Dance</p> <p>Hawaiin Roller Coaster Ride</p> <p>Tarantella</p> <p>Mayonesa</p>	Dance/Rhythm Performance Rubric	<p>PE 2.1.2</p> <p>PE 2.1.4</p> <p>PE 2.2.4</p> <p>PE 2.3.4</p>

	Do you like dancing with a partner or by yourself?	<p>Students can follow teacher-led cues and moves for 4-count and/or 8-count basic beats.</p> <p>Students will be able to perform 4-count and/or 8-Count Basic Beats on Cue</p> <p>Students will be able to create a 4-count or 8-count pattern on their own.</p>				
Dribbling, Volleying, and Striking 3 weeks	<p>When dribbling, what is your finger position as the ball leaves your hand?</p> <p>Where should your eyes be looking when you move and dribble?</p> <p>What does it mean to strike an object? What parts of your body can you strike an object with?</p> <p>If you want a balloon to go up, where should you strike it at?</p> <p>When using a raquet, how do you know which way your ball will go?</p> <p>Which way do you stand when striking a ball from a tee?</p> <p>Why is it important to have personal space during striking activities?</p>	<p>Students will know how to strike an object with different body parts.</p> <p>Students will know how to dribble a ball with different body parts.</p> <p>Students will be able to volley or dribble at different heights or levels.</p> <p>Students will know how to manipulate a n object upward or downward.</p> <p>Students will know how to strike an object underhand and overhand.</p>	SPARK and USTA	<p>Bounce and Catch</p> <p>Dribbling Introduction</p> <p>Squirrels and Acorns</p> <p>Volleying and Striking Introduction</p> <p>Keep It Up</p> <p>Sheep Dogs</p> <p>Straddleball</p> <p>Striking with a Racket</p> <p>Batter Up</p>	<p>Bouncing, Catching, Dribbling, Striking Performance Rubric</p> <p>Balloon Volley Rubric</p> <p>Daily Points</p>	<p>PE 2.1.3</p> <p>PE 2.1.4</p> <p>PE 2.2.4</p> <p>PE 2.3.1</p> <p>PE 2.3.2</p> <p>PE 2.3.3</p>
Climbing Wall 4 weeks	<p>Can you climb anytime you want to?</p> <p>Who must be present when you are climbing?</p>	<p>Students will be able to identify and demonstrate proper safety rules for</p>	Everlast Climbing Manual	<p>Introduction to the wall and review the different parts of the wall.</p>	<p>Everlast Climbing Safety Review</p> <p>Teacher Observation</p> <p>Climbing Wall Skills Rubric</p>	<p>PE 2.1.4</p> <p>PE 2.2.2</p> <p>PE 2.2.4</p> <p>PE 2.3.1</p>

	<p>What line must your feet always stay below?</p> <p>How many people per panel when climbing?</p> <p>How do you properly get off of the climbing wall?</p> <p>Why do you never go over or under another person climbing?</p> <p>If you get tired or shaky, what should you do while climbing?</p> <p>What muscle groups do you use while climbing?</p> <p>Why is it important to use your legs as you climb and not just your arms?</p>	<p>using a traverse climbing wall.</p> <p>Students will identify strategies to use to prevent slipping or falling off of the climbing wall.</p> <p>Students will be able to problem solve various routes as they move across the climbing wall.</p> <p>Students will be able to identify health benefits derived from using the climbing wall.</p> <p>Students will be able to follow rules, procedures and safe practices while using the climbing wall.</p> <p>Students will participate in climbing for enjoyment, challenge and fun</p> <p>Students will balance and transfer weight from foot to foot while reaching for a hand hold.</p> <p>Students will travel in different directions while maintaining control. Forward, backward, upward, and downward.</p>		<p>Safety rules and procedures</p> <p>1 Panel Climbs</p> <p>2 Panel Climb</p> <p>Full Wall Climb</p> <p>Move and Feel</p> <p>5, 7, 10 point Climbs</p> <p>Color Elimination Challenges</p> <p>Magnetic Tile Challenges</p> <p>Hula Hoop Move</p> <p>Ball Move Challenge</p> <p>Flag Tag</p>	<p>Daily Points</p>	<p>PE 2.3.2</p> <p>PE 2.3.3</p>
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<p>Scooters 1 Week</p>	<p>How do you stop a scooter while you are on it? What different ways can you ride on a scooter safely? What are the safety rules when using a scooter? How do you prevent yourself from falling over on a scooter? What direction are you going if you push yourself with our feet while seated? What direction are you going if you pull yourself with your feet while seated? If you push harder what will happen to the speed of your scooter? How do we prevent running into someone else while on a scooter?</p>	<p>Students will be able to demonstrate fundamental body control skills while moving on a scooter. Students will be able to demonstrate fundamental movement concepts related to space, effort and relationships.</p>	<p>Pangrazi SPARK PE Central</p>	<p>Review safety procedures(carrying, not standing on, using, how to freeze, etc...) Sit and Move(forward, backwards, around) One knee push Ride with two knees Run and ride across the gym floor Lay on belly and move using hands or feet Sample Activities for skill use: -Shuffleboard (use dot with partners to try and roll to) -Scooter Challenges -Block Tower Smash -Scooter Tag -Scooter Hockey Lead Up Skills-(1st and 2nd) '-Scootermania-Partner pull and move objects -Poison Berries</p>		<p>PE 2.1.2 PE 2.1.3 PE 2.2.4 PE 2.3.1</p>