

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- Austin Alligator is an Athlete</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>athlete</i></li> <li>▪ <i>aerobic</i></li> <li>▪ <i>activity</i></li> </ul> <p><i>List sports that are included in the story (K).</i></p> <p><i>Name sports that are not included in the story (1).</i></p> <p><i>Connect athletic and fitness equipment with the correct sport activity.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Aerobic exercise helps your heart.</i></li> <li>▪ <i>Stretch your muscles to warm up before exercising.</i></li> <li>▪ <i>Exercise leads to lifetime wellness.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrates mature pattern: (K)</i></p> <ul style="list-style-type: none"> <li>▪ <i>walk</i></li> <li>▪ <i>run</i></li> <li>▪ <i>gallop</i></li> <li>▪ <i>hop</i></li> <li>▪ <i>jump</i></li> </ul> <p><i>Demonstrates mature pattern: (1)</i></p> <ul style="list-style-type: none"> <li>▪ <i>skip</i></li> <li>▪ <i>slide</i></li> <li>▪ <i>leap</i></li> <li>▪ <i>jog</i></li> </ul> <p><i>Demonstrates spatial awareness:</i></p> <ul style="list-style-type: none"> <li>▪ <i>personal</i></li> <li>▪ <i>general</i></li> </ul> <p><i>Manipulative Skill:</i></p> <ul style="list-style-type: none"> <li>▪ <i>toss</i></li> </ul>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Locomotor Skill Practice</i></p> <p><i>Pathways / Levels</i></p> <p><i>Spatial Awareness</i></p> <p><i>Rules and Safety</i></p> <p><i>Locomotor Activities</i></p> <p><i>Alligator Toss Game</i></p> <p><i>Equipment Identification Game</i></p>	<p><i>AlphaFit Book: <u>Austin Alligator is an Athlete</u></i></p> <p><i>Music: "Silly Willy Sports"</i></p> <p><i>"Warmin' Up"</i></p> <p><i>"Animal Action I and II"</i></p> <p><i>"Listen and Move"</i></p> <p><i>"Listen and Move, Please"</i></p> <p><i>"Movement Medley"</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>4.1.1</i></p> <p><i>NASPE:</i></p> <p><i>1.1</i></p> <p><i>1.2</i></p> <p><i>1.3</i></p> <p><i>1.4</i></p> <p><i>1.5</i></p> <p><i>2.4</i></p> <p><i>4.2</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Bianca Bear Takes Care of Her Body”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>balance</i></li> <li>▪ <i>body</i></li> <li>▪ <i>biceps</i></li> <li>▪ <i>bath</i></li> <li>▪ <i>brush</i></li> <li>▪ <i>bed</i></li> </ul> <p><i>Identify different healthy habits to keep you healthy (brushing your teeth, getting enough sleep, exercising, eat right).</i></p> <p><i>Demonstrate basic hygiene techniques to reduce illness (washing hands, covering mouth when you cough).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>The bicep is a muscle.</i></li> <li>▪ <i>Brush your teeth at least three times a day.</i></li> <li>▪ <i>Take a bath every day..</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Manipulative Skill:</i></p> <ul style="list-style-type: none"> <li>▪ <i>catch a self-tossed bean bag</i></li> <li>▪ <i>bounce a ball belly button height</i></li> <li>▪ <i>balance on a balance board</i></li> <li>▪ <i>jump rope forwards</i></li> </ul>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Stations:</i></p> <ul style="list-style-type: none"> <li>▪ <i>bean bag toss</i></li> <li>▪ <i>balance boards</i></li> <li>▪ <i>ball bounce</i></li> <li>▪ <i>jump rope</i></li> </ul>	<p><i>AlphaFit Book: <u>Bianca Bear Takes Care of Her Body</u></i></p> <p><i>Music: “Body Rock”</i></p> <p><i>“Bean Bag Boogie 1 and 2”</i></p> <p><i>“Bean Bag Bop”</i></p> <p><i>“Move Your Body”</i></p> <p><i>“Shake Your Booty”</i></p> <p><i>“Basketball Star”</i></p> <p><i>“Baseball Play”</i></p> <p><i>“Balancing Act”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>1.4.1</i></p> <p><i>2.2.1</i></p> <p><i>3.2.1c</i></p> <p><i>4.1.1</i></p> <p><i>NASPE:</i></p> <p><i>1.7</i></p> <p><i>1.9</i></p> <p><i>2.2</i></p> <p><i>3.4</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>5.4</i></p> <p><i>5.7</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Calliope Cat Counts Happy Calories”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>catch</i></li> <li>▪ <i>calorie</i></li> <li>▪ <i>calcium</i></li> <li>▪ <i>celery</i></li> <li>▪ <i>carrots</i></li> <li>▪ <i>muscles</i></li> <li>▪ <i>bones</i></li> </ul> <p><i>Recall the foods listed in the story (K).</i></p> <p><i>Classify the foods in the story into the food groups (1).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Milk contains calcium to make your bones strong.</i></li> <li>▪ <i>Fruits and vegetables are low-fat foods.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Manipulative Skills:</i> <i>Catch a self-tossed object with two hands.</i></p> <ul style="list-style-type: none"> <li>• <i>Bean bags</i></li> <li>• <i>Scarves</i></li> <li>• <i>Rubber chickens</i></li> <li>• <i>Toss and catch two scarves with correct juggling form (cascade)</i></li> </ul>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Catching games</i></p> <p><i>Clean Your Kitchen Game</i></p> <p><i>Healthful Food Carry-All Game</i></p> <p><i>Juggling</i></p>	<p><i>AlphaFit Book: <u>Calliope Cat Counts Happy Calories</u></i></p> <p><i>Music:</i></p> <p><i>“Chicken Fat”</i></p> <p><i>“Creepy Crawling”</i></p> <p><i>“Chicken Dance”</i></p> <p><i>“Silly Willy Crabs”</i></p> <p><i>“Clap Your Hands”</i></p> <p><i>“Celebration”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>1.4.1</i></p> <p><i>3.2.1c</i></p> <p><i>NASPE:</i></p> <p><i>1.6</i></p> <p><i>3.4</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>5.4</i></p> <p><i>5.5</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “I Don’t Do That Dudley Dragon”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>drugs</i></li> <li>▪ <i>don’t</i></li> <li>▪ <i>hazard</i></li> <li>▪ <i>dance</i></li> </ul> <p><i>Recall the choices that Dudley made in the story (K).</i></p> <p><i>Explain why Dudley made his choices (I).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Don’t do drugs.</i></li> <li>▪ <i>Don’t talk to strangers.</i></li> <li>▪ <i>Don’t take medicine without your parents’ permission.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Move to simple rhythm patterns.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (I)</i></p>	<p><i>Simple Dances:</i></p> <ul style="list-style-type: none"> <li>• <i>Slap Leather Twist</i></li> <li>• <i>Mexican Hat Dance</i></li> <li>• <i>Chicken Dance</i></li> <li>• <i>Macarena</i></li> <li>• <i>Disco</i></li> </ul> <p><i>Hazards Obstacle Course</i></p> <p><i>Dragon Toss Game</i></p>	<p><i>AlphaFit Book: <u>I Don’t Do That Dudley Dragon</u></i></p> <p><i>Hazard Pictures</i></p> <p><i>Dragon Toss Pictures</i></p> <p><i>Music:</i></p> <p><i>“Hillbilly Rock”</i></p> <p><i>“Mexican Hat Dance”</i></p> <p><i>“Chicken Dance”</i></p> <p><i>“Tiki Room Macarena”</i></p> <p><i>“Let’s Dance”</i></p> <p><i>“Dinosaur Disco”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>2.3.1a</i></p> <p><i>2.3.1b</i></p> <p><i>2.3.1d</i></p> <p><i>3.3.1b</i></p> <p><i>NASPE:</i></p> <p><i>1.2</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Eleanor Elephant Exercises”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>exercise</i></li> <li>▪ <i>stretch</i></li> <li>▪ <i>heart</i></li> </ul> <p><i>List other ways that Eleanor Elephant could exercise (K).</i></p> <p><i>Classify fitness/sport activities into winter, spring, summer, and fall activities.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Exercise keeps your body healthy.</i></li> <li>▪ <i>Walking is a good exercise.</i></li> <li>▪ <i>Jumping strengthens your leg muscles.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrate basic stretches and exercises with correct form.</i></p> <p><i>Demonstrate basic stretches and exercises to family members at home.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p> <p><i>Fitnessgram</i></p>	<p><i>Basic stretches</i></p> <p><i>Simple exercises</i></p> <p><i>Running activities</i></p> <p><i>PACER</i></p> <p><i>Sit-up Cadence</i></p> <p><i>Push-up Cadence</i></p>	<p><i>AlphaFit Book: <u>Eleanor Elephant Exercises</u></i></p> <p><i>Music:</i></p> <p><i>“Exercising Elephant”</i></p> <p><i>“The Exercise Rap”</i></p> <p><i>“Exercise Time”</i></p> <p><i>“Exercise Every Day”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>4.1.1</i></p> <p><i>NASPE:</i></p> <p><i>2.3</i></p> <p><i>2.8</i></p> <p><i>4.1</i></p> <p><i>4.5</i></p>

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Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Freddy Frog Does the Fitness Funk”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Skip</i></li> <li>▪ <i>Gallop</i></li> <li>▪ <i>Hop</i></li> <li>▪ <i>Jump</i></li> <li>▪ <i>Leap</i></li> <li>▪ <i>Run</i></li> <li>▪ <i>Slide</i></li> <li>▪ <i>Fitness</i></li> </ul> <p><i>Name the locomotor movements in the story (K),</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Exercise keeps your body healthy.</i></li> <li>▪ <i>Walking is a good exercise.</i></li> <li>▪ <i>Jumping strengthens your leg muscles.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrate the locomotor movements in the story:</i></p> <ul style="list-style-type: none"> <li>• <i>Skip</i></li> <li>• <i>Gallop</i></li> <li>• <i>Hop</i></li> <li>• <i>Jump</i></li> <li>• <i>Leap</i></li> <li>• <i>Run</i></li> <li>• <i>Slide</i></li> </ul> <p><i>Demonstrates locomotor patterns with mature form (1):</i></p> <ul style="list-style-type: none"> <li>• <i>Skip</i></li> <li>• <i>Gallop</i></li> <li>• <i>Hop</i></li> <li>• <i>Jump</i></li> <li>• <i>Leap</i></li> <li>• <i>Run</i></li> <li>• <i>slide</i></li> </ul>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p> <p><i>Locomotor Checklist</i></p>	<p><i>Locomotor activities</i></p> <p><i>Freddy Frog Freeze</i></p> <p><i>Locomotor Letters</i></p>	<p><i>AlphaFit Book: <u>Freddy Frog Does the Fitness Funk</u></i></p> <p><i>Locomotor Pictures</i></p> <p><i>Music:</i></p> <p><i>“The Freeze”</i></p> <p><i>“Funky Hokey Pokey”</i></p> <p><i>“Hip if You Skip”</i></p> <p><i>“Hop on One Foot Bop”</i></p> <p><i>“Galloping Country Style”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>NASPE:</i></p> <p><i>1.1</i></p> <p><i>1.2</i></p> <p><i>1.3</i></p> <p><i>1.4</i></p> <p><i>1.5</i></p> <p><i>4.2</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “George Giraffe is in Great Shape”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>game</i></li> <li>▪ <i>rules</i></li> <li>▪ <i>great</i></li> </ul> <p><i>List the locomotor skills that George uses to keep in shape (K).</i></p> <p><i>Explain how the locomotor skills are different (1).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Exercise keeps you in great shape.</i></li> <li>▪ <i>Exercise makes you feel good and look good.</i></li> <li>▪ <i>Bicycling is an aerobic exercise.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrates galloping with mature form (1).</i></p> <p><i>Participates in a variety of games.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Games</i></p> <p><i>Shape Toss</i></p> <p><i>Golf</i></p> <p><i>Galloping</i></p>	<p><i>AlphaFit Book: <u>George Giraffe is in Great Shape</u></i></p> <p><i>Shape Toss Pictures</i></p> <p><i>Music:</i></p> <p><i>“Galloping Country Style”</i></p> <p><i>“Groove and Boogie”</i></p> <p><i>“Grease”</i></p> <p><i>“Gallop”</i></p> <p><i>“Golfing Giraffe”</i></p> <p><i>“Game that Never Ends”</i></p>	<p><i>WA EARLs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>NASPE:</i></p> <p><i>1.8</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Henrietta Hippo Has a Healthy Heart”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Heart</i></li> <li>▪ <i>Healthy</i></li> <li>▪ <i>Aerobic</i></li> </ul> <p><i>List physical activities that are aerobic (heart exercises).</i></p> <p><i>Identify where the heart is and it’s function.</i></p> <p><i>Recognizes that heart rate is affected by different kinds of exercise.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Smoking is dangerous to your health.</i></li> <li>▪ <i>Exercise and eating right helps your heart stay healthy.</i></li> <li>▪ <i>Your heart is like a pump.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Find heart beat at rest and after exercising.</i></p> <p><i>Participate in personal fitness testing.</i></p> <p><i>Hop on one foot 5 times in a row with mature form.</i></p> <p><i>Hula hoop around belly button.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p> <p><i>Fitnessgram</i></p> <p><i>Locomotor Checklist</i></p>	<p><i>Hula hoops</i></p> <p><i>Goofy PACER</i></p> <p><i>PACER</i></p> <p><i>Hopping</i></p> <p><i>Finding resting and working heart rate.</i></p> <p><i>Henrietta’s Healthy Heart Game</i></p>	<p><i>AlphaFit Book: <u>Henrietta Hippo Has a Healthy Heart</u></i></p> <p><i>Healthy Heart Game Pictures</i></p> <p><i>Music:</i></p> <p><i>“PACER”</i></p> <p><i>“Goofy PACER”</i></p> <p><i>“Hop on One Foot Bop”</i></p> <p><i>“Do the Hoop”</i></p> <p><i>“Hula Hoop”</i></p> <p><i>“Let’s Hop”</i></p>	<p><i>WA EARLs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>2.1.1</i></p> <p><i>4.2.1</i></p> <p><i>NASPE:</i></p> <p><i>2.8</i></p> <p><i>3.4</i></p>

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Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Iris and Ivan Iguana’s Injury Prevention Book”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Injury</i></li> <li>▪ <i>Ice</i></li> <li>▪ <i>Safety</i></li> <li>▪ <i>Rules</i></li> </ul> <p><i>Recognize different ways to be safe (wearing a helmet, car seats, seatbelts, crosswalks).</i></p> <p><i>Recognize risky situations and how they can be prevented.</i></p> <p><i>Recognize the difference between emergency and non-emergency situations.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Always follow safety rules to prevent injuries.</i></li> <li>▪ <i>Never play with fire.</i></li> <li>▪ <i>Always wear your seat belt.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrate different ways to be safer in daily life (looking both ways to cross a street, etc.).</i></p> <p><i>Demonstrate personal and physical safety.</i></p> <ul style="list-style-type: none"> <li>• <i>Personal space</i></li> <li>• <i>General space</i></li> </ul>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Games emphasizing safety.</i></p> <p><i>RICE</i></p> <p><i>Scooterboard safety obstacle course.</i></p> <p><i>Practice safety drills in the gym:</i></p> <ul style="list-style-type: none"> <li>• <i>Fire</i></li> <li>• <i>Earthquake</i></li> <li>• <i>Lockdown</i></li> <li>• <i>Injury</i></li> </ul> <p><i>Stop, Drop, and Roll Activities</i></p>	<p><i>AlphaFit Book: <u>Iris and Ivan Iguana’s Injury Prevention Book</u></i></p> <p><i>Music:</i></p> <p><i>“Be Smart! Don’t Start!”</i></p> <p><i>“Buckle Your Seat Belt”</i></p> <p><i>“Don’t Get Burned”</i></p> <p><i>“Safety Signs”</i></p> <p><i>“Stop, Drop, and Roll”</i></p> <p><i>“Put Your Helmet On”</i></p>	<p><i>WA EARLs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>2.3.1a</i></p> <p><i>2.3.1b</i></p> <p><i>2.3.1c</i></p> <p><i>3.2.1</i></p> <p><i>NASPE:</i></p> <p><i>2.3</i></p> <p><i>2.4</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>5.4</i></p> <p><i>5.5</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Jack Jack Rabbit Says Just Say No”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Jump</i></li> <li>▪ <i>Danger</i></li> <li>▪ <i>Drugs</i></li> </ul> <p><i>Recognize that certain substances are bad for your health (K). What do you think would happen to Jack if he had taken drugs?</i></p> <p><i>Explain the bad effects of drugs (1). Identify a variety of substances that could be harmful to your health (1). List strategies to avoid dangerous substances (1).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Say no to drugs.</i></li> <li>▪ <i>Don’t drink and drive.</i></li> <li>▪ <i>Drugs and alcohol are habit forming.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Move to simple rhythm patterns.</i></p> <p><i>Long Jump Rope:</i></p> <ul style="list-style-type: none"> <li>• <i>Jump over a partner twirled rope 3 times (starting inside)</i></li> <li>• <i>Twirl a long jump rope with a partner.</i></li> </ul> <p><i>Single Jump Rope:</i></p> <ul style="list-style-type: none"> <li>• <i>Jump over a self-turned rope forwards.</i></li> </ul> <p><i>Juggling:</i></p> <ul style="list-style-type: none"> <li>• <i>2 scarves (cascade)</i></li> <li>• <i>2 bean bags (rainbow tosses)</i></li> </ul>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Jump Rope</i></p> <ul style="list-style-type: none"> <li>• <i>Long ropes</i></li> <li>• <i>Short ropes</i></li> </ul> <p><i>Juggling</i></p> <ul style="list-style-type: none"> <li>• <i>Scarves</i></li> <li>• <i>Bean Bags</i></li> </ul>	<p><i>AlphaFit Book: Jack Jack Rabbit Says Just Say No</i></p> <p><i>Music:</i></p> <p><i>“Come On Let’s Jump”</i></p> <p><i>“Joggin’ Jig”</i></p> <p><i>“Jazz Jump”</i></p> <p><i>“Jolly Jump Rope”</i></p> <p><i>“The Jumping Song”</i></p> <p><i>“Jump”</i></p> <p><i>“JUMP”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>2.3.1a</i></p> <p><i>2.3.1b</i></p> <p><i>2.3.1d</i></p> <p><i>NASPE:</i></p> <p><i>1.1</i></p> <p><i>1.6</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Kind Kelly Kangaroo”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Kind</i></li> <li>▪ <i>Manners</i></li> <li>▪ <i>Share</i></li> <li>▪ <i>Respect</i></li> </ul> <p><i>Define kindness. Discuss different ways to be kind.</i></p> <p><i>Explain how “I” want to be treated with respect to others. Explain how one should treat others with respect.</i></p> <p><i>Give examples of good and poor choices.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Be kind to others and they’ll be kind to you.</i></li> <li>▪ <i>Treat others as you want to be treated.</i></li> <li>▪ <i>Always show respect to others.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Shows compassion for others by helping them.</i></p> <p><i>Invites a peer to take his or her turn before repeating a turn.</i></p> <p><i>Accepts all playmates without regard to personal differences.</i></p> <p><i>Demonstrates proper manners in a game situation:</i></p> <ul style="list-style-type: none"> <li>• <i>Please</i></li> <li>• <i>Thank you</i></li> <li>• <i>You’re welcome</i></li> </ul>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>PacMan with Manners</i></p>	<p><i>AlphaFit Book: <u>Kind Kelly Kangaroo</u></i></p> <p><i>Music:</i></p> <p><i>“Kangaroo Hop”</i></p> <p><i>“Manners”</i></p> <p><i>“Mind Your Manners”</i></p> <p><i>“Shake Hands”</i></p> <p><i>“Thank You”</i></p> <p><i>“Try to Be Nice”</i></p> <p><i>“Helping Hand”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>3.3.1a</i></p> <p><i>3.3.1b</i></p> <p><i>3.4.1</i></p> <p><i>NASPE:</i></p> <p><i>5.3</i></p> <p><i>5.7</i></p> <p><i>5.8</i></p> <p><i>5.11</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Larry Lion Dreams of Leaping Llamas”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Fruit</i></li> <li>▪ <i>Vegetable</i></li> <li>▪ <i>Dairy</i></li> <li>▪ <i>Leap</i></li> </ul> <p><i>List “L” words in the story (K).</i></p> <p><i>Classify the “L” words from the story into: (1)</i></p> <ul style="list-style-type: none"> <li>• <i>Movements</i></li> <li>• <i>Foods</i></li> <li>• <i>Animals</i></li> <li>• <i>Objects</i></li> </ul> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Fruits and vegetables are low-fat foods.</i></li> <li>▪ <i>Leaping, lunging, and playing leap frog help to strengthen your leg muscles.</i></li> <li>▪ <i>Exercise helps you to rest and relax.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrate leap with mature form (1).</i></p> <p><i>Moves transversely along a rock climbing wall with little teacher assistance.</i></p> <p><i>Demonstrate sufficient muscular strength to be able to bear body weight while climbing.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Nutrition games on the climbing wall</i></p> <p><i>Nutrition Relays</i></p> <p><i>Lucky “L” Game</i></p>	<p><i>AlphaFit Book: <u>Larry Lion Dreams of Leaping Llamas</u></i></p> <p><i>Lucky L pictures</i></p> <p><i>Music:</i></p> <p><i>“Listen and Move”</i></p> <p><i>“Listen and Move, Please”</i></p> <p><i>“Movement Medley”</i></p> <p><i>“Leaping Lions”</i></p> <p><i>“Leapin’ Lizards”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>1.4.1</i></p> <p><i>NASPE:</i></p> <p><i>1.1</i></p> <p><i>1.2</i></p> <p><i>1.3</i></p> <p><i>1.4</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Marky Moose Makes Mighty Muscles”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Biceps</i></li> <li>▪ <i>Triceps</i></li> <li>▪ <i>Calves</i></li> <li>▪ <i>Quadriceps</i></li> <li>▪ <i>Hamstrings</i></li> </ul> <p><i>Categorize arm muscles and leg muscles (1).</i> <i>Recognize that muscles move and help in movement.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>The bicep muscle is located on the front of the upper arm.</i></li> <li>▪ <i>The tricep muscle is located on the back of the upper arm.</i></li> <li>▪ <i>The quadriceps muscle is located on the front of the upper leg.</i></li> <li>▪ <i>The hamstring muscle is located on the back of the upper leg.</i></li> <li>▪ <i>The calf muscle is located on the back of the lower leg.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrate exercises for each muscle correctly.</i></p> <p><i>Point to muscles as the name of the muscle is said in the story.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Simple exercises for basic muscle groups.</i></p> <p><i>Muscle Macarena</i></p> <p><i>Moose Muscle Circuit</i></p>	<p><i>AlphaFit Book: <u>Marky Moose Makes Mighty Muscles</u></i></p> <p><i>Moose Muscle Circuit Pictures</i></p> <p><i>Music:</i></p> <p><i>“Big Strong Muscles”</i></p> <p><i>“Mouercise Medley”</i></p> <p><i>“Move Your Body”</i></p> <p><i>“Tiki Room Macarena”</i></p> <p><i>“Movement Medley”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>NASPE:</i></p> <p><i>1.2</i></p> <p><i>2.2</i></p> <p><i>4.1</i></p> <p><i>4.3</i></p> <p><i>4.5</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Natasha Nightingale Sings About Nutrition”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Nutrition</i></li> <li>▪ <i>Fruit</i></li> <li>▪ <i>Vegetable</i></li> <li>▪ <i>Dairy</i></li> <li>▪ <i>Bread</i></li> <li>▪ <i>Grain</i></li> </ul> <p><i>List fruits and vegetables that are not mentioned in the story(K).</i></p> <p><i>Identify foods that help promote a healthy body. Describe the 6 groups on the Food Guide Pyramid.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Nutritious meats include chicken and fish.</i></li> <li>▪ <i>Nutritious vegetables include broccoli, peas, and beets.</i></li> <li>▪ <i>Fruits that are nutritious include figs, melons, and bananas.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Moves transversely along a rock climbing wall with little teacher assistance.</i></p> <p><i>Demonstrate sufficient muscular strength to be able to bear body weight while climbing.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Nutrition games on the climbing wall.</i></p> <p><i>Nutrition relays</i></p>	<p><i>AlphaFit Book: <u>Natasha Nightingale Sings About Nutrition</u></i></p> <p><i>Food sample cards from the Dairy Council</i></p> <p><i>Music:</i></p> <p><i>“Tummy Tango”</i></p> <p><i>“The Nutrients Song”</i></p> <p><i>“The Pyramid of Health”</i></p> <p><i>“Five a Day”</i></p> <p><i>“Vegetable Volleyball”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>1.4.1</i></p> <p><i>NASPE:</i></p> <p><i>1.1</i></p> <p><i>1.2</i></p> <p><i>1.3</i></p> <p><i>1.4</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Oscar Octopus Offers Standing O’s”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Sportsmanship</i></li> <li>▪ <i>Effort</i></li> <li>▪ <i>Proud</i></li> </ul> <p><i>Explain good manners for lining up and walking down the hall.</i></p> <p><i>Name 5 ways to show good manners.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<p><i>Applies safety rules and procedures.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Relay races giving standing O’s to winners.</i></p> <p><i>Olympic Activities</i></p> <p><i>Stop for Fitness Game</i></p>	<p><i>AlphaFit Book: <u>Oscar Octopus Offers Standing O’s</u></i></p> <p><i>Stop for Fitness Pictures</i></p> <p><i>Music:</i></p> <p><i>“Open Shut Them”</i></p> <p><i>“Oscar the Octopus”</i></p> <p><i>“Opera Singing Otter”</i></p> <p><i>“You Can Count on Me”</i></p> <p><i>“Keep on Tryin’”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>2.3.1</i></p> <p><i>3.3.1a</i></p> <p><i>3.3.1b</i></p> <p><i>3.4.1</i></p> <p><i>NASPE:</i></p> <p><i>1.1</i></p> <p><i>1.4</i></p> <p><i>2.5</i></p> <p><i>4.1</i></p> <p><i>4.2</i></p> <p><i>4.3</i></p> <p><i>4.5</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>5.3</i></p> <p><i>5.4</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Petunia Pig Finds Her Pulse”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>pulse</i></li> <li>▪ <i>heart</i></li> </ul> <p><i>Compare the difference between the resting heart rate and the working heart rate.</i></p> <p><i>Evaluate the cause of the change in heart rate.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<p><i>Applies safety rules and procedures.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p> <p><i>Fitnessgram</i></p>	<p><i>PACER</i></p> <p><i>Parachute Games</i></p>	<p><i>AlphaFit Book: <u>Petunia Pig Finds Her Pulse</u></i></p> <p><i>Music:</i></p> <p><i>“PACER”</i></p> <p><i>“Physical Ed”</i></p> <p><i>“Pump Pump”</i></p> <p><i>“Polka”</i></p> <p><i>“Pump It Up”</i></p> <p><i>“Penguin Polka”</i></p> <p><i>“Parade of Colors”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>1.4.1</i></p> <p><i>2.1.1</i></p> <p><i>4.2.1</i></p> <p><i>NASPE:</i></p> <p><i>2.3</i></p> <p><i>2.8</i></p> <p><i>3.4</i></p> <p><i>4.2</i></p> <p><i>4.3</i></p> <p><i>4.5</i></p> <p><i>4.7</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>5.4</i></p> <p><i>5.5</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Quincy Quail Never Quits”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>quit</i></li> </ul> <p><i>Gives examples of good/poor choices.</i></p> <p><i>Explains ways to avoid negative peer pressure.</i></p> <p><i>List the obstacles that Quincy overcame in the story (K).</i></p> <p><i>Describe what would happen if Quincy quit (1).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Never give up...always try.</i></li> <li>▪ <i>Always do your best.</i></li> <li>▪ <i>Always face your problems.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Attempts challenges without getting frustrated or quitting.</i></p> <p><i>Willingly tries new movements and skills.</i></p> <p><i>Continues to participate when not successful on the first try.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>New, challenging stations</i></p> <p><i>Climbing Wall Challenges</i></p>	<p><i>AlphaFit Book: Quincy Quail Never Quits</i></p> <p><i>Music:</i></p> <p><i>“Quack Quack”</i></p> <p><i>“Quiet Queen”</i></p> <p><i>“Quarterback Finnegan”</i></p> <p><i>“The Question Song”</i></p> <p><i>“Do Your Best”</i></p> <p><i>“Don’t Give Up”</i></p> <p><i>“Keep on Trying”</i></p> <p><i>“Proud”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>2.3.1</i></p> <p><i>3.3.1a</i></p> <p><i>3.3.1b</i></p> <p><i>3.4.1</i></p> <p><i>NASPE:</i></p> <p><i>4.1</i></p> <p><i>4.5</i></p> <p><i>4.6</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>6.2</i></p> <p><i>6.3</i></p> <p><i>6.5</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Rocky Raccoon to the Rescue”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Brush</i></li> <li>▪ <i>Sleep</i></li> <li>▪ <i>Bath</i></li> <li>▪ <i>Hygiene</i></li> <li>▪ <i>Nutrition</i></li> </ul> <p><i>Identify ways to prevent germ transmission.</i></p> <p><i>List healthy behaviors that are done every day.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Take a bath and brush your teeth every day.</i></li> <li>▪ <i>Exercise and eat nutritious foods every day.</i></li> <li>▪ <i>Combing your hair, taking a bath, and brushing your teeth are good hygiene habits.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrate critical elements in a variety of manipulative activities(K).</i></p> <p><i>Demonstrates critical elements in a variety of manipulative skills with a partner (1).</i></p> <ul style="list-style-type: none"> <li>● <i>Toss/throw/catch</i></li> <li>● <i>Bounce</i></li> <li>● <i>Roll</i></li> <li>● <i>Strike</i></li> <li>● <i>Balance</i></li> <li>● <i>Kick</i></li> </ul>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Manipulative stations with hygiene songs (i.e. toss and catch, bounce, roll, strike, balance, etc.).</i></p> <p><i>Relays</i></p> <p><i>Ribbon Twirling</i></p> <p><i>“What’s In Horrible’s Hair?”</i></p>	<p><i>AlphaFit Book: <u>Rocky Raccoon to the Rescue</u></i></p> <p><i>Horrible Hair pictures</i></p> <p><i>Music:</i></p> <p><i>“The Sneezing Song”</i></p> <p><i>“Healthy Habits”</i></p> <p><i>“The Pyramid of Health”</i></p> <p><i>“Immunization”</i></p> <p><i>“Stamp Out Plaque”</i></p>	<p><i>WA EARLs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>2.2.1</i></p> <p><i>3.2.1c</i></p> <p><i>NASPE:</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>5.4</i></p> <p><i>5.5</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Spencer Skunk and Sammy Spider Go to the Seashore”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Stress</i></li> <li>▪ <i>Relax</i></li> </ul> <p><i>List stressful situations (K).</i></p> <p><i>Describe ways to solve a stressful situation (1).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Relax to relieve stress.</i></li> <li>▪ <i>Resting will help you stay healthy.</i></li> <li>▪ <i>Enjoy life; you’ll live longer.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Handles equipment safely.</i></p> <p><i>Follows directions given to the class.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Scooter activities:</i></p> <ul style="list-style-type: none"> <li>• <i>Sail</i></li> <li>• <i>Swim</i></li> <li>• <i>Surf</i></li> <li>• <i>Shark</i></li> </ul> <p><i>Creative movement story.</i></p> <p><i>Sea adventure</i></p>	<p><i>AlphaFit Book: <u>Spencer Skunk and Sammy Spider go to the Seashore</u></i></p> <p><i>Creative movement story. Sea adventure task cards.</i></p> <p><i>Music: “Shake My Sillies Out”</i></p> <p><i>“Down at the Beach”</i></p> <p><i>“Singin’ in the Rain”</i></p> <p><i>“Swimming Song”</i></p>	<p><i>WA EARLRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>2.2.1</i></p> <p><i>NASPE:</i></p> <p><i>1.4</i></p> <p><i>1.9</i></p> <p><i>2.1</i></p> <p><i>2.3</i></p> <p><i>2.8</i></p> <p><i>4.5</i></p> <p><i>4.7</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>5.4</i></p> <p><i>6.2</i></p> <p><i>6.3</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Tracy Turtle Gets Totally Fit”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Fitness</i></li> <li>▪ <i>Tumbling</i></li> <li>▪ <i>Time</i></li> </ul> <p><i>Know what “tri” means.</i></p> <p><i>Create another exercise program that would prepare Tracy Turtle for the triathlon.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Exercise and rest will help you become totally fit.</i></li> <li>▪ <i>Proper nutrition and relaxation will help you become totally fit.</i></li> <li>▪ <i>When competing, try to do your best.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Correctly and safely demonstrate the exercises that Tracy performed in the story.</i></p> <p><i>Demonstrates basic tumbling skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Log roll</i></li> <li>• <i>Forward roll</i></li> <li>• <i>Backwards roll</i></li> <li>• <i>Balance</i></li> </ul> <p><i>Participates in fitness testing.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Tumbling skills</i></p> <p><i>Fitness Tests</i></p> <p><i>Tick Tock Fitness Activity</i></p>	<p><i>AlphaFit Book: Tracy Turtle Gets Totally Fit</i></p> <p><i>Tick Tock Fitness pictures</i></p> <p><i>Music:</i></p> <p><i>“Tooty Ta”</i></p> <p><i>“Tony Chestnut”</i></p> <p><i>“Tiptoe on the Tightrope”</i></p> <p><i>“The Twist”</i></p> <p><i>“Tummy Tango”</i></p> <p><i>“Tiki Tiki Room”</i></p>	<p><i>WA EARLs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>4.1.1</i></p> <p><i>4.2.1</i></p> <p><i>NASPE:</i></p> <p><i>1.9</i></p> <p><i>3.4</i></p> <p><i>4.1</i></p> <p><i>4.3</i></p> <p><i>5.1</i></p> <p><i>5.4</i></p> <p><i>5.5</i></p> <p><i>5.9</i></p> <p><i>6.1</i></p> <p><i>6.2</i></p> <p><i>6.3</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Ulysses U. Unicorn Sings U Can”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Twist</i></li> <li>▪ <i>Bend</i></li> <li>▪ <i>Stretch</i></li> <li>▪ <i>Shake</i></li> <li>▪ <i>Sway</i></li> </ul> <p><i>List non-locomotor moves (K).</i></p> <p><i>Describe the difference between locomotor and non-locomotor moves (1).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>You can do anything you want.</i></li> <li>▪ <i>Always try.</i></li> <li>▪ <i>Never say never.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrate mature form in selected non-locomotor skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Twist</i></li> <li>• <i>Bend</i></li> <li>• <i>Stretch</i></li> <li>• <i>Shake</i></li> <li>• <i>Sway</i></li> </ul>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Non-locomotor activities</i></p> <p><i>Hula Hoop Freeze</i></p> <p><i>Unicorn circuit</i></p>	<p><i>AlphaFit Book: <u>Ulysses U. Unicorn Sings U Can</u></i></p> <p><i>Unicorn circuit pictures</i></p> <p><i>Music:</i></p> <p><i>“Twistin’ and Turnin’”</i></p> <p><i>“I Can Bend”</i></p> <p><i>“Shake My Sillies Out”</i></p> <p><i>“Tooty Ta”</i></p> <p><i>“Tony Chestnut”</i></p> <p><i>“Shake it Up”</i></p>	<p><i>WA EARLs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>3.3.1a</i></p> <p><i>3.3.1b</i></p> <p><i>3.4.1</i></p> <p><i>NASPE:</i></p> <p><i>1.3</i></p> <p><i>1.4</i></p> <p><i>2.1</i></p> <p><i>2.2</i></p> <p><i>3.1</i></p> <p><i>3.4</i></p> <p><i>4.2</i></p> <p><i>4.3</i></p> <p><i>4.5</i></p> <p><i>6.1</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Vinnie Vulture Learns About Values”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Kindness</i></li> <li>▪ <i>Honesty</i></li> <li>▪ <i>Responsibility</i></li> <li>▪ <i>Respect</i></li> </ul> <p><i>List ways to be respectful, thoughtful, nice, successful, and kind (K).</i></p> <p><i>Distinguish between kind and unkind behaviors (1).</i></p> <p><i>Distinguish between respectful and disrespectful behaviors (1).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Always try to do the right thing.</i></li> <li>▪ <i>Never tell a lie.</i></li> <li>▪ <i>Always share.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Cooperate with class members by taking turns.</i></p> <p><i>Work productively with teammates.</i></p> <p><i>Regularly encourages others.</i></p> <p><i>Moves transversely along a rock wall with little teacher assistance.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Character Education climbing wall games</i></p> <p><i>Volleyball basic skills</i></p>	<p><i>AlphaFit Book: <u>Vinnie Vulture Learns About Values</u></i></p> <p><i>Music: “AEIOU Short Vowels”</i></p> <p><i>“AEIOU Long Vowels”</i></p> <p><i>“The Long Sound Of”</i></p> <p><i>“Animal Action”</i></p> <p><i>“Very Very V”</i></p> <p><i>“Vadee Veedee Videe Vodee Voo”</i></p>	<p><i>WA EARLs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>3.3.1a</i></p> <p><i>3.3.1b</i></p> <p><i>3.4.1</i></p> <p><i>NASPE:</i></p> <p><i>4.6</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>5.3</i></p> <p><i>5.4</i></p> <p><i>5.5</i></p> <p><i>5.7</i></p> <p><i>5.8</i></p> <p><i>5.11</i></p> <p><i>5.12</i></p> <p><i>6.2</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Wally Walrus Eats Wild Things”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Arteries</i></li> <li>▪ <i>Veins</i></li> <li>▪ <i>Heart</i></li> <li>▪ <i>Fat</i></li> <li>▪ <i>Clog</i></li> </ul> <p><i>Identifies the foods that help promote a healthy body (K).</i></p> <p><i>Lists or describes the 6 groups on the Food Guide Pyramid providing examples and how they support good health (1).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Eating healthful foods makes you feel good.</i></li> <li>▪ <i>Junk food will make you feel bad.</i></li> <li>▪ <i>Fatty foods hurt your heart.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrates critical elements of tossing/throwing a ball.</i></p> <ul style="list-style-type: none"> <li>• <i>opposition</i></li> </ul>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Clean Your Kitchen game</i></p>	<p><i>AlphaFit Book: <u>Wally Walrus Eats Wild Things</u></i></p> <p><i>Music:</i></p> <p><i>“Warming Up”</i></p> <p><i>“Kinds of Food”</i></p> <p><i>“Why I Pack My Lunch”</i></p> <p><i>“Old Sock Stew”</i></p> <p><i>“Food Jokes”</i></p> <p><i>“Peas on My Plate”</i></p> <p><i>“The Banana Song”</i></p> <p><i>“Wipeout”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>1.4.1</i></p> <p><i>NASPE:</i></p> <p><i>1.6</i></p> <p><i>1.8</i></p> <p><i>2.2</i></p> <p><i>2.4</i></p> <p><i>2.8</i></p> <p><i>3.4</i></p> <p><i>4.3</i></p> <p><i>6.2</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Xaviar X-Ray Fish”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>fat</i></li> <li>▪ <i>nutrition</i></li> </ul> <p><i>List healthful and unhealthful foods (K).</i></p> <p><i>Compare the lists (1).</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Cookies, candy, and cake are examples of fatty foods.</i></li> <li>▪ <i>Fatty foods affect your appearance and your health.</i></li> <li>▪ <i>Accept people for who they are and not what they look like.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Demonstrates spatial awareness.</i></p> <p><i>Demonstrates basic tumbling movements safely.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Dairy Council Games</i></p> <p><i>Xtreme Tumbling</i></p>	<p><i>AlphaFit Book: <u>Xaviar X-Ray Fish</u></i></p> <p><i>Extreme Tumbling Task Cards</i></p> <p><i>Music:</i></p> <p><i>“The Exercise Song”</i></p> <p><i>“X Animals”</i></p> <p><i>“X Marks the Spot”</i></p> <p><i>“Breakfast Power”</i></p> <p><i>“Vegetable Lament”</i></p>	<p><i>WA EALRs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>1.4.1</i></p> <p><i>NASPE:</i></p> <p><i>1.9</i></p> <p><i>2.3</i></p> <p><i>2.5</i></p> <p><i>4.1</i></p> <p><i>4.2</i></p> <p><i>4.3</i></p> <p><i>4.5</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>5.3</i></p> <p><i>6.2</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “You Can Be You Yellow-bellied Sapsucker”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Happy</i></li> <li>▪ <i>Smile</i></li> <li>▪ <i>Different</i></li> <li>▪ <i>Personal best</i></li> </ul> <p><i>Predict the outcome of the story after reading the page where the teams are picked.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>You need to like yourself.</i></li> <li>▪ <i>Always be yourself.</i></li> <li>▪ <i>Be a leader, not a follower.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Works in a diverse group setting without interfering with others.</i></p> <p><i>Accepts all playmates without regard to personal differences:</i></p> <ul style="list-style-type: none"> <li>• <i>Ethnicity</i></li> <li>• <i>Gender</i></li> <li>• <i>Disability</i></li> </ul> <p><i>Displays consideration of others while participating in physical activities.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Games emphasizing sportsmanship.</i></p> <p><i>Over/under kickball</i></p> <p><i>Team games</i></p>	<p><i>AlphaFit Book: <u>You Can Be You Yellow-bellied Sapsucker</u></i></p> <p><i>Music: “YMCA”</i></p> <p><i>“Yak Who Does Yoga”</i></p> <p><i>“Yawn Yawn Yawn”</i></p> <p><i>“Try to Be Nice”</i></p> <p><i>“Let’s Get Together”</i></p> <p><i>“I Like Friends”</i></p> <p><i>“Good Friends”</i></p> <p><i>“Shake Hands”</i></p>	<p><i>WA EARLs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>2.3.1</i></p> <p><i>3.3.1a</i></p> <p><i>3.3.1b</i></p> <p><i>3.4.1</i></p> <p><i>NASPE:</i></p> <p><i>1.6</i></p> <p><i>2.5</i></p> <p><i>3.4</i></p> <p><i>4.3</i></p> <p><i>5.1</i></p> <p><i>5.14</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level:</b> <i>Kdgn / 1st</i>					
<b>Lesson:</b> <i>AlphaFit- “Zachary Zebra Zaps, Zooms, and Zips”</i>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State and National Standards</b>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Protect</i></li> <li>▪ <i>Nurse</i></li> <li>▪ <i>Doctor</i></li> <li>▪ <i>Dentist</i></li> <li>▪ <i>Fireman</i></li> <li>▪ <i>Policeman</i></li> <li>▪ <i>Teacher</i></li> </ul> <p><i>Identifies different people that you can ask for help in an emergency situation.</i></p> <p><i>Identifies different people that you can ask for help in a non-emergency situation.</i></p> <p><i>FitNotes:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Helpers in the community include police, doctors, and teachers.</i></li> </ul>	<p><i>Applies safety rules and procedures.</i></p> <p><i>Practices specific skills as assigned.</i></p> <p><i>Follows the directions given to the class.</i></p> <p><i>Handles equipment safely.</i></p> <p><i>Takes turns with peers.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Worksheet for PE Portfolio (1)</i></p>	<p><i>Scooter driving course</i></p> <p><i>Stations</i></p> <ul style="list-style-type: none"> <li>• <i>Stethoscopes</i></li> <li>• <i>Stop/drop/roll</i></li> </ul> <p><i>Locomotor skills</i></p>	<p><i>AlphaFit Book: <u>Zachary Zebra Zaps, Zooms, and Zips</u></i></p> <p><i>Music:</i></p>	<p><i>WA EARLs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>2.3.1</i></p> <p><i>3.2.1a</i></p> <p><i>NASPE:</i></p> <p><i>1.1</i></p> <p><i>1.4</i></p> <p><i>3.4</i></p> <p><i>4.2</i></p> <p><i>4.3</i></p> <p><i>5.1</i></p> <p><i>5.2</i></p> <p><i>5.3</i></p> <p><i>5.4</i></p> <p><i>5.5</i></p> <p><i>5.7</i></p> <p><i>6.2</i></p>

**Port Angeles School District  
Physical Education Curriculum Map**

<b>Grade Level: Kdgn/1st</b>					
<b>Unit: Classroom management</b>					
<b>Content</b> (what do students need to KNOW?)	<b>Performance</b> (what do students need to be able to DO?)	<b>Assessment</b> (how will students be assessed on what they KNOW and are able to DO?)	<b>Activities</b>	<b>Resources And Materials</b>	<b>State And National Standards</b>
<p><i>Identifies rules and safety procedures.</i></p> <p><i>Knows assigned spot on the gym floor.</i></p> <p><i>Knows class signals for starting and stopping.</i></p> <p><i>Describes the difference between personal and general space.</i></p> <p><i>Understands 4 point rubric for body bucks.</i></p> <p><i>Knows how to do warmup run and warmup exercises safely and correctly.</i></p>	<p><i>Demonstrates rules and safety procedures in grade appropriate activities.</i></p> <p><i>Demonstrates spatial awareness (personal and general)</i></p> <p><i>Practices specific skills as assigned until the teacher signals the end of practice.</i></p> <p><i>Follows directions given to the class.</i></p> <p><i>Uses equipment and space safely.</i></p> <p><i>Runs the equivalent of a 3 minute song w/o stopping.</i></p>	<p><i>Teacher Observation</i></p> <p><i>Written Quizzes</i></p> <p><i>Worksheets for PE portfolios</i></p> <p><i>Warmup Run Tests</i></p>	<p><i>Brainstorm rules with teacher guidance.</i></p> <p><i>Assign spots</i></p> <ul style="list-style-type: none"> <li>• <i>Animal Action</i></li> </ul> <p><i>Practice warmup run and warmup exercises.</i></p> <p><i>Practice getting into groups.</i></p> <ul style="list-style-type: none"> <li>• <i>Listen and Move</i></li> </ul> <p><i>Spaghetti-o Cans (personal space)</i></p> <p><i>My Backyard (general space)</i></p> <p><i>Shadow Dancing</i></p> <p><i>The Freeze</i></p>	<p><i>Music:</i></p> <p><i>“Animal Action”</i></p> <p><i>“Listen and Move”</i></p> <p><i>“Shadow Dancing”</i></p> <p><i>“The Freeze”</i></p> <p><i>misc. songs</i></p>	<p><i>WA EARLs:</i></p> <p><i>1.1.1</i></p> <p><i>1.2.1</i></p> <p><i>1.3.1</i></p> <p><i>NASPE:</i></p> <p><i>5</i></p>