

PHYSICAL EDUCATION CURRICULUM MAP FOR GRADES K-1

(Suggested timeline for introducing content and process standards – some overlap all three trimesters)

Physical Education Standards	1 st Trimester Getting Ready	2 nd Trimester Get, Set, Go!	3 rd Trimester Finish Line
1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.	<ul style="list-style-type: none"> • Mature form 1.1.1 • Gross locomotor patterns 1.1.2 • Movement, e.g. locomotor, non-locomotor, directionality, levels, tempo , etc. 1.2.1 • Combination movement patterns 1.4.1 <ul style="list-style-type: none"> ○ Building a Foundation*, Parachute* ○ Catching and Throwing* ○ Cooperative (Games,* Building a Foundation,* Parachute*) 	<ul style="list-style-type: none"> • Mature form 1.1.1 • Gross locomotor patterns 1.1.2 • Movement, e.g. locomotor, non-locomotor, directionality, levels, tempo , etc. 1.2.1 • Manipulative skills 1.3.1 • Combination movement patterns 1.4.1 <ul style="list-style-type: none"> ○ Dance/rhythm (Manipulatives, Dance*) ○ Recreational (Manipulatives*) ○ Fitness (Jumping, Balance, Stunt, Tumbling*, Fitness testing- Fitnessgram™) 	<ul style="list-style-type: none"> • Mature form 1.1.1 • Gross locomotor patterns 1.1.2 • Movement, e.g. locomotor, non-locomotor, directionality, levels, tempo , etc. 1.2.1 • Manipulative skills 1.3.1 • Combination movement patterns 1.4.1 <ul style="list-style-type: none"> ○ Net (Dribbling, Volleying, Striking* ○ Territory/field sport (Dribbling, Volleying, Striking* Kicking and Trapping,* Catching and Throwing*) ○ Striking (Dribbling, Volleying, Striking*) ○ Cooperative (Games*) ○ Recreational (Games*)
2. Students will apply movement concepts and principles to the learning and development of motor skills.	<ul style="list-style-type: none"> • Movement vocabulary 2.1.1 • Movement cues 2.2.1 	<ul style="list-style-type: none"> • Movement vocabulary 2.1.1 • Movement cues 2.2.1 	<ul style="list-style-type: none"> • Movement vocabulary 2.1.1 • Movement cues 2.2.1
3. Students will understand the implications of and the benefits derived from involvement in physical activity.	<ul style="list-style-type: none"> • Physical Activity Benefits 3.1.1 • Movement patterns 3.2.1 	<ul style="list-style-type: none"> • Physical Activity Benefits 3.1.1 • Movement patterns 3.2.1 	<ul style="list-style-type: none"> • Physical Activity Benefits 3.1.1 • Movement patterns 3.2.1
4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.	<ul style="list-style-type: none"> • Identify physical activity 4.3.1 <ul style="list-style-type: none"> ○ aerobic capacity/cardiovascular endurance (heart power) ○ muscular strength and endurance (push, pull lift) ○ flexibility (How far can I stretch?), stretching 	<ul style="list-style-type: none"> • Fitness Assessment 4.1.1, 4.2.1 • Identify physical activity 4.3.1 <ul style="list-style-type: none"> ○ aerobic capacity/cardiovascular endurance (heart power) ○ muscular strength and endurance (push, pull lift) ○ flexibility (How far can I stretch?), stretching 	<ul style="list-style-type: none"> • Fitness Assessment 4.1.1, 4.2.1 • Identify physical activity 4.3.1 <ul style="list-style-type: none"> ○ aerobic capacity/cardiovascular endurance (heart power) ○ muscular strength and endurance (push, pull lift) ○ flexibility (How far can I stretch?), stretching
5. Students will demonstrate responsible personal and social behavior in physical activity settings.	<ul style="list-style-type: none"> • Self-Control and space 5.1.1 • Laws, rules, procedures, and etiquette 5.2.1 • Safety 5.3.1 <ul style="list-style-type: none"> ○ Space ○ Clothing and footwear ○ equipment • Work cooperatively and productively 5.4.1 • Open Circle 5.4.2 	<ul style="list-style-type: none"> • Self-Control and space 5.1.1 • Laws, rules, procedures, and etiquette 5.2.1 • Safety 5.3.1 <ul style="list-style-type: none"> ○ Space ○ Clothing and footwear ○ equipment • Work cooperatively and productively 5.4.1 • Open Circle 5.4.2 	<ul style="list-style-type: none"> • Self-Control and space 5.1.1 • Laws, rules, procedures, and etiquette 5.2.1 • Safety 5.3.1 <ul style="list-style-type: none"> ○ Space ○ Clothing and footwear ○ equipment • Work cooperatively and productively 5.4.1 • Open Circle 5.4.2

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Physical Education Standards	1 st Trimester Getting Ready	2 nd Trimester Get, Set, Go!	3 rd Trimester Finish Line
	<ul style="list-style-type: none"> • On task behavior 5.5.1 • Appropriate interactions with peers in physical activity setting 5.6.1 	<ul style="list-style-type: none"> • On task behavior 5.5.1 • Appropriate interactions with peers in physical activity setting 5.6.1 	<ul style="list-style-type: none"> • On task behavior 5.5.1 • Appropriate interactions with peers in physical activity setting 5.6.1
6. Students will understand that internal and external environments influence physical activity.	<ul style="list-style-type: none"> • Appropriate and safe areas in the community 6.1.1-6.1.2, 6.2.1 • Youth organizations in the community 6.3.1, 6.3.2, 6.5.1 • Valid sources for information 6.4.1, 6.6.1 	<ul style="list-style-type: none"> • Appropriate and safe areas in the community 6.1.1-6.1.2, 6.2.1 • Youth organizations in the community 6.3.1, 6.3.2, 6.5.1 • Valid sources for information 6.4.1, 6.6.1 	<ul style="list-style-type: none"> • Appropriate and safe areas in the community 6.1.1-6.1.2, 6.2.1 • Youth organizations in the community 6.3.1, 6.3.2, 6.5.1 • Valid sources for information 6.4.1, 6.6.1