

**PHYSICAL EDUCATION K-2
CURRICULUM MAP**

1st Nine Weeks	2nd Nine Weeks
<p>Uses a variety of basic and advanced movement forms.</p> <ul style="list-style-type: none">• Knows the physiological indicators (e.g., perspiration, increased heart and breathing rate) that accompany moderate to vigorous physical activity.• Knows how to measure cardiorespiratory fitness (e.g., listening to heartbeat, counting pulse).• Uses smooth transitions between sequential motor skills (e.g., running into a jump).• Uses control in weight-bearing activities on a variety of body parts (e.g., jumping and landing using combinations of one and two foot take-offs and landings).• Jump Rope• Leaping	<p>Uses a variety of basic and advanced movement forms.</p> <ul style="list-style-type: none">• Uses a variety of basic object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike).

**PHYSICAL EDUCATION K-2
CURRICULUM MAP**

3rd Nine Weeks	4th Nine Weeks
<p>Uses movement concepts and principles in the development of motor skills.</p> <ul style="list-style-type: none">• Uses locomotor skills in a rhythmical patterns (e.g., even, uneven, fast, and slow.• Understands terms that describe a variety of relationships with objects (e.g., over/under, behind, alongside, through).	<p>Reinforce Activities.</p>

**PHYSICAL EDUCATION K-2
CURRICULUM MAP
EMBEDDED THROUGHOUT SCHOOL YEAR**

1. Uses a variety of basic and advanced movement forms.

Uses a variety of basic locomotor movements (e.g., running, skipping, hopping, galloping, sliding).

Uses a variety of basic non-locomotor skills (e.g., bending, twisting, stretching, turning, lifting).

Uses simple combinations of fundamental movement skills (e.g., locomotor, non-locomotor, object control, body control, and rhythmical skills).

Uses control in balance activities on a variety of body parts (e.g., one foot, one hand and one foot, hands and knees).

4. Understands how to monitor and maintain a health-enhancing level of physical fitness.

Engages in activities that require flexibility (e.g., stretching toward the toes while in the sit-and-reach position, moving each joint through its full range of motion).

Understands the benefits and costs associated with participation in physical activity.

Understands the health benefits of physical activity (e.g., good health, physical endurance).

5. Understands the social and personal responsibility associated with participation in physical activity.

Follows rules and procedures (e.g., playground, classroom, and gymnasium rules) with little reinforcement.

Understands the social contributions of physical activity (e.g., learning to cooperate and interact with others, having a role in team sports).

Uses equipment and space safely and properly (e.g., takes turns using equipment, put equipment away when not in use).

Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete and assigned task.

Understands a vocabulary of basic movement concepts (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist).

Understands the importance of playing, cooperating, and respecting others regardless of personal differences (e.g., gender, ethnicity, disability) during physical activity.

Understands the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).