

2nd Trimester PE Curriculum Map*

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|--|---|
| <p>Movement Skill</p> <p>Jump Rope 1.9 Jump a swinging rope held by others.</p> <p>Ball Handling 1.15 Catch a self-bounced ball.</p> <p>1.21 Dribble a ball continuously with one hand.</p> <p>Fitness Concepts 3.1 Participate in physical activities that are enjoyable and challenging. 3.3 Demonstrate, for increasing periods of time, a “v” sit position, and push-up position with arms extended. 3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints. 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p> <p>Knowledge</p> <p>Fitness Concepts 4.4 Recognize that the heart is the most important muscle in the body and is the size of a fist. 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.</p> | <p>Movement Skill</p> <p>Ball Handling 1.14 Hand-dribble, with control, a ball for a sustained period.</p> <p>Jumprope 1.16 Jump a rope turned repeatedly.</p> <p>Fitness Concepts 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time. 3.3 Perform abdominal curl-ups, modified push-ups, and triceps push-ups from a bench to enhance muscle efficiency.</p> <p>Knowledge</p> <p>Movement Concepts 2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.</p> <p>Fitness Concepts 4.8 Compare and contrast changes in heart rate before, during, and after physical activity.</p> | <p>Movement Skill</p> <p>Jump Rope 1.5 Jump continuously a forward/backward turning rope look at 4th grade standard</p> <p>Ball Handling 1.13 Hand-dribble a ball continuously while moving around obstacles</p> <p>Dance 1.15 Perform a line dance, a circle dance, and a folk dance with a partner</p> <p>Fitness Concepts 3.4 Perform increasing number of exercises: abdominal curl-ups, push-ups 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p> <p>Knowledge</p> <p>Fitness Concepts 4.1 Identify the body’s normal reactions to moderate to vigorous physical activity. 4.9 Explain that a stronger heart muscle can pump more blood with each beat.</p> | <p>Movement Skill</p> <p>Ball Handling 1.17 Keep a hand dribbled ball away from a defensive partner.</p> <p>Jump Rope 1.5 Jump a self-turned rope.</p> <p>Dance 1.22 Perform a routine to music that includes even and uneven locomotor patterns.</p> <p>Striking Skills 1.18 Manipulate an object by using a long-handled implement</p> <p>Fitness Concepts 3.4 Perform increasing numbers of abdominal curl ups and push-ups. 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to physical activity.</p> <p>Knowledge</p> <p>Ball Handling 2.7 Compare and contrast dribbling a ball without a defender and with a defender.</p> <p>Fitness Concepts 4.3 Set personal short term goals for aerobic endurance, muscular strength and endurance, and flexibility. Monitor progress by recording personal fitness scores.</p> | <p>Movement Skill</p> <p>Ball Handling 1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.</p> <p>1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.</p> <p>Jump Rope 1.4 Enter, jump, and leave a long rope turned by others.</p> <p>Dance 1.18 Perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.</p> <p>Fitness Concepts 3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities. 3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.</p> <p>Knowledge</p> <p>Fitness Concepts 4.3 Develop and describe three short-term and three long-term fitness goals. 4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.</p> |

| Self/Social/Group Responsibility | Self/Social/Group Responsibility | Self/Social/Group Responsibility | Self/Social/Group Responsibility | Self/Social/Group Responsibility |
|--|--|---|--|--|
| <p>5.1 Participate willingly in new physical activities.</p> <p>5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.</p> | <p>5.2 Accept responsibility for one's own behavior in a group activity.</p> <p>5.5 Demonstrate respect for self, others, and equipment during physical activity</p> | <p>5.2 Collect data and record progress toward mastery of a motor skill</p> <p>5.5 Demonstrate respect for individual differences in physical abilities</p> | <p>5.2 Collect data and record progress toward attainment of a personal fitness goal.</p> <p>5.3 Accept responsibility for one's own performance without blaming others.</p> <p>5.4 Respond to winning and losing with dignity and respect.</p> <p>5.5 Include others in physical activities and respect individual differences in skill and motivation.</p> | <p>5.2 Work towards a long-term physical activity goal and record data on one's progress.</p> <p>5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.</p> <p>5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities</p> <p>5.7 Accommodate individual differences in others' physical abilities in small-group activities.</p> |

****This Curriculum Map identifies focus standards for teachers.***

Variables beyond the teacher's control may affect attainment of the standards.