

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Sept. Oct.	How do students move safely and effectively in P.E class? Why do we need to be able to move in different ways? Why is it important to think of others in P.E. class?	*Introduction to P.E -Personal and social conduct. -spatial awareness -safety *Locomotion Skills -movement and concepts developed through games and activities.	2.7 Demonstrate responsible personal and social conduct used in physical activity settings. 2.1 Apply movement concepts including direction, balance, level, pathway, range, and force absorption to extend versatility and improve physical performance. 2.2 Use a variety of manipulative, locomotor, and non-locomotor skills as individuals and in teams.	-hoops -beanbags -lines -drum -poly spot -music -noodles -wall mat	Students behave pro-socially while engaged in physical education activities. Students participate safely in physical education class. Students demonstrate empathy towards peers while in physical education class. (Teacher observation)
Nov. Dec.	Why do you need to look at an object to catch, hit, or kick it? How do you hit a target?	*Throwing, catching, and striking *Personal and social conduct reinforced.	2.2 Use a variety of manipulative, locomotor, and non-locomotor skills as individuals and in teams. 2.7 Demonstrate responsible personal and social conduct used in physical activity settings.	-fleece balls -gator skin -soccer balls -beach balls -beanbags -super safe balls -basketballs -floor hockey sticks/pucks -volleyball trainers -balloons -paddles	Students throw, hit, and kick a hitting target. (Skill Test) Students catch and receive manipulative. (Skill Test)

Curriculum Map

Physical Education

Grades K-2

Jan.	How do you use balance to keep from falling down?	*Gymnastics	<p>2.1 Apply movement concepts including direction, balance, level, pathway, range, and force absorption, to extent versatility and improve physical performance. 2.2 Use a variety of manipulative, locomotor, and non-locomotor skills as individuals and in teams. 2.3 Perform rhythm routines including dancing, to demonstrate fundamental movement skills. 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle.</p>	<ul style="list-style-type: none"> -beam -spots -balance board -climbing wall -tumbling mats -music -ribbons -scarves 	Students will perform gymnastics skills. (skills test)
Feb.		*Dance			*Intro to fitness
March	Why do we need to be physically fit?	*Physical Fitness	<p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities. 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle.</p>	<ul style="list-style-type: none"> -batons -long ropes -short ropes -aerobic steps -cones -exercise bands 	Students will complete fitness activities, logging their work.. (Journal)
April		<ul style="list-style-type: none"> -Jump rope -Running -Flexibility -Sit-ups/push-ups -Step ups -Fitness bands 			

