

Department of Teaching & Learning  
K-2nd Grade Physical Education Curriculum Guide

<b>First Nine Weeks</b>				
Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<b>COMPONENT 1: MOTOR SKILLS (MS)</b> <b>SUBCOMPONENT: LOCOMOTOR</b>  <b>MS.1 Hop (one foot), gallop, slide, skip</b>				
MS.1.0 Performs locomotor skills while maintaining balance. <b>(K)</b>  MS.1.1 Hops, gallops, and slides using a mature pattern.* <b>(1)</b>  MS.1.2 Skips using a mature pattern.* <b>(2)</b>	Balance/Arms  Control  Hop,1 foot  Vertical Horizontal  Forward Backward  Left, Right  Lead Leg  Step/Hop  Alternate Feet	Why do we need good balance?  What do you need to do to have good balance?  Tell me how galloping and sliding are alike? How are they different?  Why do you have to know how to hop before you can skip?  How is skipping	Students should know and be able to show how to hop on each foot, how to gallop and slide and show how to skip or at least demonstrate correct pattern needed for skipping	

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		like running?		
<p><b>MS.2 Jog, run</b></p> <p>MS.2.0 Jogs while maintaining balance. <b>(K)</b></p> <p>MS.2.1 Travels showing differentiation between jogging and running. <b>(1)</b></p> <p>MS.2.2a Jogs and runs using a mature pattern.* <b>(2)</b></p>	<p>Pace</p> <p>Relax</p> <p>Control Speed</p> <p>Sprint</p> <p>Endurance</p> <p>Strength</p> <p>Cardiovascular</p> <p>Aerobic</p>	<p>What is the difference in jogging and sprinting?</p> <p>Who can tell me some benefits of jogging?</p> <p>What does the word pace mean?</p>	<p>Students should know the difference in sprinting and jogging.</p> <p>Students learn the importance of pace in running for distance.</p> <p>Students learn the benefits to the body's cardiovascular system as a result of aerobic activity.</p>	

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<p><b>MS.3 Jump &amp; land for distance (horizontal)</b></p> <p>MS.3.0 Jumps and lands with two feet while maintaining balance. <b>(K)</b></p> <p>MS.3.1 Jumps and lands with two feet with proper preparation (arms back &amp; knees bent) and lands softly with knees bent. <b>(1)</b></p> <p>MS.3.2 Jumps and lands with two feet using 3 of 4 critical elements* (arms back &amp; knees bent, arms extend forward as body propels forward, hips, knees, &amp; ankles bend on landing). <b>(2)</b></p>	<p>Balance 2 feet Shoulder Width Vertical Horizontal Diagonal Forward Backward Effort Force</p> <p>Could teach directions too Jumping North, South, East, West</p> <p>Big/Little Jumps</p>	<p>How many feet do you use when you jump?</p> <p>What is needed for you to have good balance when you jump?</p> <p>What would happen if you did not bend your knees when you jumped?</p> <p>What is the difference between hopping and jumping?</p>	<p>Students should know how to jump and land using both feet.</p> <p>Students learn how to use arms, back and knees for balance and force needed to make correct jumps.</p> <p>Students can identify and demonstrate jumping and hopping.</p>	

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<p><b>MS.4 Jump &amp; land for height (vertical)</b></p> <p>MS.4.0 Jumps and lands with two feet while maintaining balance. <b>(K)</b></p> <p>MS.4.1 Jumps with proper preparation (arms back &amp; knees bent) and lands softly with knees bent. <b>(1)</b></p> <p>MS.4.2 Jumps using 4 of 5 critical elements* (hips, knees, &amp; ankles bent, arms extend upward, body extends &amp; stretches upward while in flight, hips, knees, &amp; ankles bend on landing). <b>(2)</b></p>	<p>Explode</p> <p>Reach/Stretch</p> <p>Extend</p> <p>Feet</p> <p>Ankles</p> <p>Knees</p> <p>Hips</p> <p>Arms</p>	<p>What do your knees do when you jump?</p> <p>What do your knees do when you land?</p> <p>Is balance important in jumping? Why?</p> <p>What exercises can you do to strengthen your legs?</p> <p>If your legs are stronger, should you be able to jump higher?</p>	<p>Students should know cues of a vertical jump.</p> <p>Students should know how to properly jump and land.</p> <p>Students learn what is needed to jump higher.</p>	

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<p><b>SUBCOMPONENT: DANCE/RHYTHMIC ACTIVITIES</b></p> <p><b>MS.5 Dance</b></p> <p>MS.5.0 Demonstrates beat awareness by moving to varying rhythms. <b>(K)</b></p> <p>MS.5.1 Combines beat awareness with locomotor and nonlocomotor movements. <b>(1)</b></p> <p>MS.5.2 Performs a simple, creative dance using locomotor, nonlocomotor, and movement concepts. <b>(2)</b></p>	<p>Beat</p> <p>Rhythms</p> <p>Create</p> <p>Locomotor Skills</p> <p>Nonlocomotor Skills</p>	<p>Is dance a good exercise? Is it fun?</p> <p>How does the use of music make exercise better?</p> <p>Who can tell me what rhythm is?</p> <p>What if you did not know how to count? How would that affect your dance routine?</p>	<p>Students should know what a beat is and how that connects with the non-and locomotor movements in the dance.</p> <p>Students should understand rhythm.</p> <p>Students show their understanding of rhythm by doing their movements to music.</p>	

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<p><b>MKA.3 Effort: speed and force</b></p> <p>MKA.3.0a Identifies fast and slow speeds.</p> <p>MKA.3.0b Travels using fast and slow speeds. <b>(K)</b></p> <p>MKA.3.1a Describes different speeds and forces.</p> <p>MKA.3.1b Demonstrates slow and fast speeds. <b>(1)</b></p> <p>MKA.3.2a Explains the use of speeds and forces.</p> <p>MKA.3.2b Demonstrates various speeds and forces. <b>(2)</b></p>	<p>Speed Fast Slow Force Effort</p>	<p>Who can name the two speeds we worked on today?</p> <p>Who can demonstrate a slow speed? A fast speed?</p> <p>Name an athlete who is known to be very fast.</p> <p>Name an animal or reptile that moves very slow.</p> <p>Who can tell me what force means?</p> <p>When you use more force, what happens?</p>	<p>Understand and demonstrate the two speeds.</p> <p>Understand how various amounts of force cause various results in speed.</p>	

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<p><b>MKA.4 Relationships (body shapes, with objects, with people)</b></p> <p>MKA.4.0a Identifies narrow, wide, curled, and twisted body shapes.</p> <p>MKA.4.0b Demonstrates narrow, wide, curled, and twisted body shapes. <b>(K)</b></p> <p>MKA.4.1a Describes relationships with objects or people (over, around, under, through).</p> <p>MKA.4.1b Demonstrates a variety of relationships with objects or people (over, around, under, through).<b>(1)</b></p> <p>MKA.4.2a Explains symmetrical and non-symmetrical</p>	<p>Narrow</p> <p>Wide</p> <p>Curled</p> <p>Twisted</p> <p>Over</p> <p>Around</p> <p>Under</p> <p>Through</p> <p>Symmetrical</p> <p>Non-Symmetric</p>	<p>What if we all looked the same? What kind of world do you think this would be?</p> <p>Name something that is narrow. Something wide</p> <p>Who can give me an example of something that is symmetrical?</p> <p>Using this hula hoop, please show the class how you go through, how you go around, how you could go under</p>	<p>Students will identify various body shapes.</p> <p>Students demonstrate understanding by showing their ability to go around, under, through and over an object.</p> <p>Students are introduced to the terms symmetrical and non-symmetrical</p>	

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<p>body shapes. MKA.4.2b Demonstrates symmetrical and non-symmetrical body shapes. MKA.4.2c Uses relationships and body shapes in simple dance and/or gymnastics sequences. (2)</p>				
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<p><b>MKA.5 Movement Principles (base of support, muscle tension, ready position)</b></p> <p>MKA.5.0a Identifies bases of support (body parts). MKA.5.0b Demonstrates bases of support on a variety of body parts.(K)</p> <p>MKA.5.1a Contrasts the stability of wide and narrow bases of support. MKA.5.1b Differentiates wide and narrow bases of support. (1)</p> <p>MKA.5.2a Explains the need for muscular tension to maintain balance. MKA.5.2b Applies the concept of muscular tension while balancing on</p>	<p>Base</p> <p>Foundation</p> <p>Stability</p> <p>Wide</p> <p>Narrow</p> <p>Muscular Tension</p>	<p>What happens if your base or foundation is not wide and strong?</p> <p>How do your muscles keep you balancing?</p> <p>Name and show what body parts can act as bases of support.</p>	<p>Students recognize and can identify wide and narrow bases of support.</p> <p>Students know which base is strong and which base is weak.</p> <p>Students practice balancing using different body parts as the base.</p> <p>The term muscular tension is introduced and students are made aware of the term and how it is used in balancing.</p>	

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various bases of support. (2)				
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<p><b>SUBCOMPONENT: ANALYSIS &amp; STRATEGIES</b></p> <p><b>MKA.6 Performance Cues</b></p> <p>MKA.6.0 Recalls performance cues of locomotor and manipulative skills. (K)</p> <p>MKA.6.1 Identifies performance cues of locomotor and manipulative skills. (1)</p> <p>MKA.6.2 Describes performance cues of locomotor and manipulative skills. (2)</p>	<p>Jump/2 feet Hop/1 foot Gallop/ Lead leg Skip/Step Hop Leap/ Giant step in the air Slide/sideway</p>	<p>Who can tell us how skipping is like walking? How is it different?</p> <p>What is the difference in galloping and sliding?</p> <p>What are the cues for jumping? Hop? Etc.</p>	<p>Students demonstrate their knowledge of each locomotor skill by performing that skill when cue is given.</p> <p>Students verbally respond with correct answers when cues are given.</p>	
<p><b>MKA.7 Simple Strategies</b></p> <p>Developmentally appropriate at grade 2 (K,1)</p> <p>MKA.7.2 Applies simple strategies to chase and flee (tag) activities. (2)</p>	<p>Chase Flee Dodge Speed Strategies Offense</p>	<p>What are some things you did to keep you from being tagged?</p> <p>How were you able to tag your friends?</p> <p>Did you and your friends</p>	<p>Students learn the meaning of offense and defense.</p> <p>Students use that knowledge in a game like setting.</p> <p>Students use speed changes to flee and chase.</p> <p>Students handle consequences of game by using good sportsmanship.</p>	

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	Defense Sportsmanship	work together?		
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<p><b>COMPONENT 3: FITNESS &amp; PHYSICAL ACTIVITY (FPA)</b> <b>SUBCOMPONENT: Fitness Knowledge</b> <b>FPA.1 Health-related Fitness</b></p> <p>FPA.1.0 Recognizes that movement increases heart rate and breathing. (K)</p> <p>FPA.1.1 Identifies the heart as a muscle that grows stronger with play and physical activity. (1)</p> <p>FPA.1.2 Identifies and participates in physical activities that increase heart rate. (2)</p>	<p>Heart</p> <p>Exercise</p> <p>Cardiovascular</p> <p>Aerobic</p>	<p>What is the most important muscle in your body?</p> <p>What are some things we can do to help that muscle stay strong?</p> <p>Does your heart like it when you exercise?</p> <p>Can exercise be fun?</p> <p>What if you never exercised?</p>	<p>Students learn that aerobic activity is good for their hearts.</p> <p>Students are made aware of the terms aerobic and cardiovascular.</p> <p>Students see the connection between vigorous activity and exercises that increases their heart rate.</p> <p>Students learn that increased activity can be fun and is very good for their hearts.</p>	

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<p><b>SUBCOMPONENT: NONLOCOMOTOR OR EDUCATIONAL GYMNASTICS</b></p> <p><b>MS.6 Balance</b></p> <p>MS.6.0 Maintains momentary stillness on various bases of support (body parts). <b>(K)</b></p> <p>MS.6.0 Maintains momentary stillness on various bases of support (body parts). <b>(1)</b></p> <p>MS.6.2 Maintains stillness on various bases of support at different levels. <b>(2)</b></p>	<p>Base Foundation Balance Momentary Low, Medium High Levels Flexible Flexibility</p>	<p>What is the purpose of a good base?</p> <p>How does muscle strength affect your ability to balance?</p> <p>Name exercises that require good balance.</p> <p>What level was hardest for you to balance? What level was easiest for you to balance? What made it easier? Harder?</p>	<p>Students should have a better understanding of the importance of a good base in balancing.</p> <p>Students will try balancing at all levels.</p> <p>Students should learn the importance of muscle strength in balancing.</p>	
<p><b>MS.7 Weight Transfer &amp; Rolling (OPTIONAL)</b></p> <p>MS.7.0a Transfers weight from one body part to another.</p> <p>MS.7.0b Rolls</p>	<p>Transfer Shift Tucked Log Roll Forward Roll</p>	<p>What does transfer mean?</p> <p>What does it mean to transfer your weight?</p> <p>How do you start a log roll or a forward</p>	<p>Students should practice and understand concepts of shifting or transferring weight.</p> <p>Students should be able to perform a log roll or forward roll.</p>	

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<p>sideways in a narrow (log) or curled (egg) body shape. (K)</p> <p>MS.7.1a Transfers weight from hands and feet to hands only for momentary weight support.</p> <p>MS.7.1b Performs a forward roll or shoulder roll in a tucked position (chin to chest).(1)</p> <p>MS.7.1a Transfers weight from hands and feet to hands only for momentary weight support.</p> <p>MS.7.1b Performs a forward roll or shoulder roll in a tucked position (chin to chest). (2)</p>	<p>Momentum</p> <p>Safety Mats</p>	<p>roll? What gets you going?</p> <p>Who can think of a time when you might need to be able to do a log roll or forward roll for safety reasons?</p>		
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<p><b>MS.8 Combinations (OPTIONAL)</b></p> <p>Developmentally appropriate at grade 2 ( <b>K and 1</b> )</p> <p>MS.8.2 Moves out of a balance using an appropriate weight transfer and/or roll. <b>(2)</b></p>	<p>Shifting</p> <p>Balance</p> <p>Transfer</p> <p>Speed</p> <p>Fear</p>	<p>When first learning this skill, what speed should you use?</p> <p>As you practice more and gain confidence and strength, what speed could you use?</p> <p>Why is it important to start slow in the beginning?</p>	<p>Students should practice transferring weight from a balance to a rolling skill.</p> <p>Students should understand and practice safety rules at all times.</p>	
<p><b>SUBCOMPONENT: MANIPULATIVE SKILLS</b></p> <p><b>MS.9 Underhand Throw</b></p> <p>MS.9.0a Tosses underhand to self.</p> <p>MS.9.0b Throws underhand in a forward direction. <b>(K)</b></p> <p>MS.9.1a Throws underhand while facing target and</p>	<p>Underhand</p> <p>Toss</p> <p>Focus</p> <p>Opposition</p> <p>Target</p> <p>Release @ waist level</p> <p>Force</p>	<p>Which direction does your palm face when throwing underhand?</p> <p>What is opposition?</p> <p>Where should your eyes be when tossing to a target or your friend?</p>	<p>Students should know how to hold an object when preparing to make an underhand throw.</p> <p>Students should understand the concept of opposition.</p> <p>Students know the importance of eyes on the target.</p> <p>Students should toss soft or easy when target is close.</p> <p>Use more force when target</p>	



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<p>using foot opposition. MS.9.1b Rolls object underhand in a forward direction. (1)</p> <p>MS.9.2 Throws underhand with a mature pattern.* (2)</p>		<p>What happens if I release the ball too soon?</p> <p>What happens if I hold on to the ball too long when I toss it?</p>	<p>is a longer distance.</p> <p>Students' fingers should point at the target after the object is released.</p>	
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<p><b>MS.10 Overhand Throw</b></p> <p>Developmentally appropriate at grade 2.(K)</p> <p>MS.10.1 Demonstrates difference between overhand and underhand arm motion (overhead release versus waist level release). (1)</p> <p>MS.10.2 Throws overhand demonstrating side to target using foot opposition. (2)</p>	<p>Ball inside palm, fingers spread</p> <p>Eyes on target</p> <p>Turn/Side to target</p> <p>Elbow up/shoulder level</p> <p>Opposition</p> <p>Step to target</p> <p>Follow through</p> <p>Cues: Turn, bookshelf step and throw</p> <p>Tell students to put hand behind them and turn hand as if they were getting a book off the bookshelf</p>	<p>When should you use an overhand throw?</p> <p>When should you use an underhand toss?</p> <p>Why is it important to have a good follow through?</p> <p>What are the cues we use for the overhand throw?</p>	<p>Students should know the cues to think about when performing the overhand throw.</p> <p>Students should know about opposition when throwing.</p> <p>Students should learn, with practice, the amount of force needed to make a good overhand throw</p> <p>Students should know when to release the ball.</p>	

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<p><b>MS.11 Catching</b></p> <p>MS.12.0 Drops and catches a ball after one bounce. <b>(K)</b></p> <p>MS.11.1 Catches a self-tossed object. <b>(1)</b></p> <p>MS.11.2 Catches underhand (at or below the chest) using a mature pattern* (from partner). <b>(2)</b></p>	<p>Ready Position</p> <p>Force</p> <p>Focus</p> <p>Tracking</p> <p>Coordination</p>	<p>Where should your eyes be when trying to catch a ball?</p> <p>What does coordination mean?</p> <p>What should I do if I have trouble catching the ball ?</p> <p>How can I improve my catching skill?</p>	<p>Students should have improved in their catching ability.</p> <p>Students should gain confidence and enjoy the success of catching a ball.</p> <p>Students should grasp the amount of force needed to drop the ball so that it is catchable.</p> <p>Most students should be able to drop and catch the ball repeatedly with good measure of success.</p>	

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<p><b>SUBCOMPONENT: PHYSICAL ACTIVITY &amp; KNOWLEDGE</b></p> <p><b>FPA.2 Physical Activity</b></p> <p>FPA.2.0 Identifies active-play opportunities outside physical education class. <b>(K)</b></p> <p>FPA.2.1 Discusses the benefits of being active/playing. <b>(1)</b></p> <p>FPA.2.2 Identifies personal physical activity choices. <b>(2)</b></p>	<p>Active Benefits Choices Responsibility</p>	<p>What can you do to be more active?</p> <p>What are the results of being more active and getting more exercise?</p> <p>Why should you want to take care of your body by being active?</p> <p>How can you help others be more active?</p>	<p>Students understand the importance of taking care of their bodies by being more active.</p> <p>Students praised and encouraged to make good choices about being active.</p> <p>Students know the good results of having an active lifestyle as well as consequences of an inactive lifestyle.</p>	

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<p><b>COMPONENT 4:            PERSONAL &amp; SOCIAL            RESPONSIBILITY (PSR)            SUBCOMPONENT:            PERSONAL            RESPONSIBILITY</b></p> <p><b>PSR.1 Personal            Responsibility</b></p> <p>PSR.1.0 Follows directions with few prompts (e.g., safe behaviors, taking turns). <b>(K)</b></p> <p>PSR.1.1 Accepts personal responsibility by appropriately using equipment and space. <b>(1)</b></p> <p>PSR.1.2 Participates with minimal prompting. <b>(2)</b></p>	<p>Follow Directions</p> <p>Respect</p> <p>Responsible</p> <p>Self Control</p>	<p>What would happen if no one followed directions in PE?</p> <p>How can you show respect to our equipment? To your classmates? To your teachers?</p> <p>How can you help others follow directions?</p>	<p>Students learn the importance of listening.</p> <p>Students learn that listening and following directions is a way of showing respect.</p> <p>Following directions proves students can be trusted and are responsible.</p>	

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<p><b>SUBCOMPONENT: ACCEPTING FEEDBACK</b></p> <p><b>PSR.2 Feedback</b></p> <p>PSR.2.0 Actively listens to teacher feedback. (K)</p> <p>PSR.2.1 Responds appropriately to teacher feedback. (1)</p> <p>specific teacher feedback (2)</p>	<p>Feedback</p> <p>Listen</p> <p>Respond</p> <p>Positive</p> <p>Respect</p>	<p>Why do you think teachers teach?</p> <p>What should you do when a teacher is trying to help you?</p> <p>How can you show respect to your teachers?</p>	<p>Students are introduced and made aware of what their response should be to teacher feedback.</p> <p>Students see that their response to teacher feedback shows respect.</p>	
<p><b>SUBCOMPONENT: COOPERATION</b></p> <p><b>PSR.3 Working with others</b></p> <p>PSR.3.0 Shares equipment with others. (K)</p> <p>PSR.3.1 Works appropriately with others in a variety of class environments. (1)</p> <p>PSR.3.2</p>	<p>Sharing</p> <p>Unselfish</p> <p>Cooperating</p>	<p>What would our class be like if no one shared?</p> <p>Do you like it when people share with you?</p> <p>People who share are what?</p> <p>Sharing leads to cooperation. Who can tell me what it means to cooperate with</p>	<p>Students are made aware of the importance of sharing and cooperating in PE and at school.</p> <p>Students list qualities of people who are good at sharing.</p> <p>Students learn that when we cooperate and work together, we have more fun and get to do more activities.</p>	

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Demonstrates awareness of personal behavior with regard to cooperation and sharing. (2)		each other?  How can we become better at sharing?		
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<p><b>SUBCOMPONENT: PROCEDURES &amp; RULES</b></p> <p><b>PSR.4 Procedures &amp; Rules</b></p> <p>PSR.4.0 Recalls procedures and rules in the learning environment. <b>(K)</b></p> <p>PSR.4.1 Adheres to procedures and rules in the learning environment. <b>(1)</b></p> <p>PSR.4.2 Identifies the need for procedures and rules to create a positive learning environment. <b>(2)</b></p>	<p>Procedures</p> <p>Rules</p> <p>Safety</p> <p>Responsibility</p> <p>Expectations</p>	<p>What if we had no rules?</p> <p>Do you think you would like PE without rules? Why?</p> <p>How do rules help us?</p> <p>What happens when we follow the rules?</p>	<p>Students learn and are made aware of the rules and procedures for PE.</p> <p>Students show responsibility and understanding by following the rules.</p> <p>Students understand consequences of not following the rules.</p>	



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<p><b>SUBCOMPONENT: SAFETY</b></p> <p><b>PSR.5 Safety</b></p> <p>PSR.5.0 Participates safely and uses equipment properly with few reminders. <b>(K)</b></p> <p>PSR.5.1 Participates safely and uses equipment properly. <b>(1)</b></p> <p>PSR.5.2 Recognizes potential personal safety issues. <b>(2)</b></p>	<p>Safety</p> <p>Trust</p> <p>Responsibility</p> <p>Leader</p> <p>Self control</p>	<p>Why do we have rules?</p> <p>How do rules help you stay safe?</p> <p>Why do we need so many rules about safety in PE?</p>	<p>Help students understand purpose of most rules is for their safety, esp. in PE.</p> <p>Students recognize the importance of having self control. Self control prevents many accidents in PE.</p> <p>Following the rules will help all students stay safe.</p>	

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p><b>MS.12 Passing &amp; Receiving with Implements</b></p> <p>Developmentally appropriate at grade 3 (K,1,2)</p>				
<p><b>MS.13 Dribbling with hands</b></p> <p>MS.13.0 Dribbles in self-space using one or two hands. (K)</p> <p>MS.13.1 Dribbles continuously in selfspace using finger pads and appropriate force. (1)</p> <p>MS.13.2a Dribbles in self-space using a mature pattern.*</p> <p>MS.13.2b Dribbles with preferred hand while walking. (2)</p>	<p>Self space</p> <p>Control</p> <p>Dribble</p> <p>Finger Pads</p> <p>Dominant Hand</p> <p>Preferred Hand</p> <p>Non Dominant Hand</p> <p>Non Preferred Hand</p> <p>Eyes Up</p>	<p>What if You keep your eyes on the ball while you are dribbling in a game of basketball?</p> <p>Where should your eyes be?</p> <p>What part of the hand does not touch the ball when dribbling?</p> <p>What does “use your dominant hand” mean?</p>	<p>Students will have a better feel for the amount of force needed to be successful in dribbling.</p> <p>Students will strive to have eyes up while dribbling.</p> <p>Students will aim to only use finger pads when dribbling.</p> <p>Students realize the importance of control and force while dribbling in the stationary position as well as dribbling and walking at the same time.</p>	

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<p><b>MS.14 Dribbling with feet</b></p> <p>MS.14.0 Dribbles (taps) a ball with feet sending ball forward. <b>(K)</b></p> <p>MS.14.1 Dribbles (taps) a ball with inside of feet while walking. <b>(1)</b></p> <p>MS.14.2 Dribbles with feet while walking, keeping control of the ball. <b>(2)</b></p>	<p>Dribble</p> <p>Soft taps</p> <p>Inside of foot</p> <p>Eyes Up</p> <p>Control</p> <p>Keep it close to you</p>	<p>What happens if you kick the ball too hard when dribbling?</p> <p>What part of the foot should you try to use when dribbling?</p> <p>Where should your eyes be and why?</p> <p>How can you improve on your control?</p>	<p>Students will know the importance of lots of taps (touches) when dribbling.</p> <p>Students will learn the importance of force and control and keeping the ball close.</p> <p>Students will be introduced to keeping eyes up when dribbling.</p> <p>Older students will be challenged to dribble a greater distance while using inside part of foot.</p>	
<p><b>MS.15 Kicking (force or distance)</b></p> <p>MS.15.0 Kicks a stationary ball from a stationary position. <b>(K)</b></p> <p>MS.15.1 Approaches stationary ball with non-kicking foot beside the ball and making contact with shoelaces. <b>(1)</b></p>	<p>Dominant</p> <p>Focus/Eyes</p> <p>Control Force</p> <p>Power</p> <p>Big Step/Plant</p> <p>or place non kicking foot beside ball</p> <p>Knees Bend</p>	<p>When should I use a big, powerful kick?</p> <p>What part of the foot should make contact with the ball for the best kick?</p> <p>What kind of force is needed to make the ball go a long way?</p>	<p>Students learn how to kick with more power and force to make the ball travel faster and go longer.</p> <p>Importance of big step in having a powerful kick.</p> <p>Students will practice making contact with the shoe lace part of the shoe when kicking.</p> <p>Students learn the difference in force and control between</p>	

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MS.15.2 Kicks a ball with a running approach using a mature pattern. (2)			dribbling and kicking.  Older students will be challenged to move faster	
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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p><b>MS.16 Passing &amp; Receiving with Feet</b></p> <p>Developmentally appropriate at grade 2 (<b>K,1</b>)</p> <p>MS.16.2 Passes a ball with inside of foot to stationary partner. (<b>2</b>)</p>	<p>Inside of foot</p> <p>Aim</p> <p>Control</p> <p>Consistent</p> <p>Force and Speed relating to distance</p> <p>Stop or trap the ball for control</p>	<p>Why is passing important in the game of soccer?</p> <p>How can you become better at passing?</p> <p>What is a trap?</p> <p>What part of the foot is used when passing?</p>	<p>Students will know how good passing makes the game of soccer more fun and exciting.</p> <p>Students will know to use the inside part of the foot when passing.</p> <p>Students will identify the force and speed and accuracy needed to make good passes.</p> <p>Students will know how to stop the ball to regain control before passing.</p>	
<p><b>MS.17 Striking with hand(s)</b></p> <p>MS.17.0 Strikes a lightweight object (eg. balloon, lightweight ball). (<b>K</b>)</p> <p>MS.17.1 Strikes an object with an open palm (forward, upward). (<b>1</b>)</p> <p>MS.17.2 Consecutively</p>	<p>Striking</p> <p>Hand Eye Coordination</p> <p>Tracking</p> <p>Force</p> <p>Control</p> <p>Palm Up</p>	<p>What does it mean to strike a ball or balloon?</p> <p>What if your palm is facing down?</p> <p>What happens to the object when you strike it hard?</p> <p>When should</p>	<p>Students will learn the importance of palm being open, facing up, when striking.</p> <p>Students will experiment and learn about force by practicing striking easy and soft as well as hard with great force.</p> <p>Students will learn control and consistency in striking</p>	

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strikes an object with an open palm. (2)		my eyes be following or tracking the ball or balloon?	for continued success.	
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<p><b>COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA)</b>  <b>SUBCOMPONENT: APPRECIATION</b></p> <p><b>VPA.1 Appreciation</b></p> <p>VPA.1.0 Recognizes and participates in physical activity for enjoyment. <b>(K)</b></p> <p>VPA.1.1 Describes positive feelings that result from participation in physical activity. <b>(1)</b></p> <p>VPA.1.2 Recognizes and participates in physical activity for enjoyment, self-expression, and/or social interaction. <b>(2)</b></p>	<p>Enjoyment            Fun            Relax</p>	<p>Do you like PE?</p> <p>Why do you like PE?</p> <p>Do you enjoy having fun with your friends?</p> <p>How do you feel after you exercise?</p> <p>When you enjoy doing something, do you want to do it again?</p>	<p>Recognizes and verbalizes the good feelings that come when exercising and playing games involving physical activity.</p> <p>Appreciates the time to play and laugh and exercise.</p> <p>Students are taught to find an activity to enjoy or pursue so you will continue to be active the rest of your life.</p>	

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<p><b>SUBCOMPONENT: CHALLENGE</b></p> <p><b>VPA.2 Challenge</b></p> <p>VPA.2.0 Acknowledges some physical activities are challenging/difficult. <b>(K)</b></p> <p>VPA.2.1 Exhibits a willingness to attempt new or challenging experiences. <b>(1)</b></p> <p>VPA.2.2 Exhibits a willingness to continue practicing challenging experiences. <b>(2)</b></p>	<p>Challenge</p> <p>Persevere</p> <p>Brave</p> <p>Patience</p>	<p>What should you do when something is hard to do?</p> <p>How do you feel when you accept a challenge and do it?</p> <p>Can we grow without challenges?</p> <p>Is it ok to fail?</p> <p>Is it ok to quit just because it is hard?</p> <p>Can challenges make us braver?</p>	<p>Students understand the importance of challenges in their lives.</p> <p>Students learn not to be scared to try new things.</p> <p>Students learn that failing sometimes is part of growing and getting better.</p> <p>Students realize that most challenges take time and practice to master.</p>	



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<p><b>MS.18 Striking, short implement</b></p> <p>MS.18.0 Strikes a lightweight object (balloon) with a paddle. <b>(K)</b></p> <p>MS.18.1 Strikes a lightweight object with a short-handled implement sending it upward.<b>(1)</b></p> <p>MS.18.2 Strikes an object with a short-handled implement sending it forward using an underhand pattern. <b>(2)</b></p>	<p>Implement Level Grip Center Force Control Underhand Tracking</p>	<p>What does the word grip mean?</p> <p>Why is it important that you grip your implement the right way?</p> <p>What does it mean when you are asked to track the ball or balloon?</p> <p>How can you make your balloon go higher?</p>	<p>Students will learn the proper grip of the implement.</p> <p>Students will learn to track the object with their eyes.</p> <p>Students will be introduced to understanding how force and control work together.</p> <p>Students will practice keeping implement level when striking.</p>	

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p><b>MS.19 Striking, long implement</b></p> <p>Developmentally appropriate at grade 2 (K,1)</p> <p>MS.19.2 Strikes a ball off a tee with a bat using correct grip and side orientation. (2)</p>	<p>Tee</p> <p>Stance</p> <p>Level</p> <p>Follow through</p> <p>Focus</p> <p>Grip</p>	<p>Why is my stance important when striking the ball off of the tee?</p> <p>Who can show us the proper way to grip the bat?</p> <p>Which direction should the fat end of the bat be pointing when addressing the ball on the tee?</p> <p>What happens when You do not make a level strike?</p>	<p>Students will know the proper stance and grip to use when addressing the tee.</p> <p>Students will be working towards consistent level swings.</p> <p>Students will learn the importance of the follow through after making contact with the ball.</p>	

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p><b>MS.20 Jumping Rope</b></p> <p>MS.20.0 Jumps (at least one time) a long rope with teacher-assisted turning. <b>(K)</b></p> <p>MS.20.1a Completes a forward OR backward jump using a self-turned rope.</p> <p>MS.20.1b Continuously jumps a long rope with teacher-assisted turning. <b>(1)</b></p> <p>MS.20.2a Continuously jumps a self-turned rope with a mature pattern.*</p> <p>MS.20.2b Performs basic jump rope skills. <b>(2)</b></p>	<p>Jump</p> <p>Timing</p> <p>Rhythm</p> <p>Turning</p> <p>Consistent</p>	<p>How does rhythm help you when jumping rope?</p> <p>A jump is made using one or two feet?</p> <p>What does it take to get better at jumping rope?</p>	<p>Students will be introduced to jumping rope.</p> <p>Students will know it is ok if they struggle when learning.</p> <p>Students will learn they must not give up.</p> <p>Students will learn how rhythm helps when jumping rope consistently.</p>	

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<p><b>COMPONENT 2: MOVEMENT KNOWLEDGE &amp; APPLICATION (MKA)</b></p> <p><b>SUBCOMPONENT: MOVEMENT CONCEPTS (a: verbal or written; b &amp; c: performance)</b></p>				
<p><b>MKA.1 Space Awareness (location)</b></p> <p>MKA.1.0a Identifies self space. MKA.1.0b Moves in self-space. <b>(K)</b></p> <p>MKA.1.1a Describes general and self-space. MKA.1.1b Maintains self space while traveling in general space. <b>(1)</b></p> <p>MKA.1.2a Explains the importance of self-space while moving.</p>	<p>Personal Space</p> <p>Self Space</p> <p>General Space</p> <p>Self Control</p> <p>Locomotor Skills (8)</p> <p>Respect</p>	<p>What is personal or self space?</p> <p>Who can give me some examples of general space?</p> <p>Who controls how you move?</p> <p>Why do we need self control when moving through general space in the gym in PE?</p>	<p>Students know the difference between personal or self space and general space.</p> <p>Students learn the importance of self control for safety reasons in PE.</p> <p>Students learn to respect the personal space of others.</p> <p>Students perform locomotor skills moving safely in their personal space all through the gym in general space.</p>	

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MKA.1.2b Travels using various locomotor skills in general space. (2)				
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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p><b>MKA.2 Space Awareness (pathways, levels, directions)</b></p> <p>MKA.2.0a Identifies five directions of travel (forward, backward, sideways, up/down).</p> <p>MKA.2.0b Travels in five directions (forward, backward, sideways, up/down). <b>(K)</b></p> <p>MKA.2.1a Describes low, medium, and high levels.</p> <p>MKA.2.1b Demonstrates low, medium, and high levels while in self space and general space. <b>(1)</b></p> <p>MKA.2.2a Explains the use of different pathways.</p> <p>MKA.2.2b</p>	<p><b>Directions</b></p> <p>Forward</p> <p>Backward</p> <p>Sideways</p> <p>Up</p> <p>Down</p> <p>Opposite</p> <p><b>Levels</b></p> <p>Low</p> <p>Medium</p> <p>High</p> <p><b>Pathways</b></p> <p>Straight</p> <p>Curved/Curvy</p> <p>Zig Zag</p>	<p>Who can name and demonstrate one of the five directions?</p> <p>What is the opposite of forward? What is the opposite of Up?</p> <p>Who can name an animal that travels in the low level?</p> <p>Who can find a curved line and the gym and go and walk on it?</p> <p>What if all of our pathways were zig zag? What would that do to our travel time?</p>	<p>Students know the 5 directions and can quickly demonstrate those directions.</p> <p>Students understand the concept of opposites.</p> <p>Students can demonstrate by being stationary and by moving in the three levels.</p> <p>Students can name and identify the three pathways.</p>	

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Demonstrates and applies all three pathways (straight, curvy, zigzag). (2)				
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