K-2 Grade Curriculum Map

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	ESSENTIAL QUESTIONS
	 Rules Procedures Routines 	 Locomotors Walk, run, hop, jump, skip, gallop, slide Skills Kicking, throwing catching 	 Rubric Video taping Self assessment 	 How do rules and procedures help us make good decisions?
September Pre-testing		nal Health and Fitness Stu and maintain physical fitne		
	 knowledge and ab Standard 3: Resource personal and come 1. A. Students will a variety of physic activities. B. Students will de 	tandard 2: A Safe and Heal ility necessary to create an irce Management. Students munity resources. perform basic motor and r cal activities and proficienc esign personal fitness prog ar strength, endurance, and	nd maintain a safe and hea s will understand and be a manipulative skills. They v cy in a few select complex grams to improve cardio-r	althy environment. able to manage their will attain competency in motor and sports
	 Space (general/person al) 	 Chasing Fleeing Dodging 	 Teacher observation Self- analysis Peer observation 	 In what ways can we adapt physically to our environment?
September/October/ November	Body awareness &	LocomotorsBalance		
Awareness	 control Speeds- slow, medium, fast Levels- low, medium, & high 			

	 skills to establish personal health. Sknowledge and at Standard 3: Resord personal and com 1. A. Students will a variety of physic activities. B. Students will deflexibility, muscul 	onal Health and Fitness Stud and maintain physical fitne Standard 2: A Safe and Heal bility necessary to create an urce Management. Students munity resources. I perform basic motor and r cal activities and proficienc esign personal fitness prog ar strength, endurance, and	ess, participate in physica Ithy Environment. Studen nd maintain a safe and hea s will understand and be a manipulative skills. They we by in a few select complex grams to improve cardio-r d body composition.	al activity, and maintain ts will acquire the althy environment. able to manage their will attain competency in motor and sports espiratory endurance,
November/December Fitness	 Flexibility Strength Speed Agility 	 Stretching Lunges Sit-and-reach Curl-ups Push ups Running Sprinting Burpees 	 Teacher observation Self- analysis Peer observation 	 How can movement skills aid in the development of a healthy lifestyle?
	 skills to establish personal health. S knowledge and at Standard 3: Resord personal and com 1. A. Students will a variety of physic activities. B. Students will destant of the standard set standard s	onal Health and Fitness Stu- and maintain physical fitnes Standard 2: A Safe and Heal bility necessary to create ar urce Management. Students munity resources. I perform basic motor and r cal activities and proficienc esign personal fitness prog ar strength, endurance, and	ess, participate in physica Ithy Environment. Studen nd maintain a safe and hea s will understand and be a manipulative skills. They way by in a few select complex grams to improve cardio-r	al activity, and maintain ts will acquire the althy environment. able to manage their will attain competency in motor and sports

January/February Manipulatives and Directions	 Hand eye Foot eye In, out Forwards, back Under, over Through, around Left, right Diagonal On, off Above, below North, south East, west 	 Dribbling Throwing Rolling Bouncing Bumping Catching Punting 	 Teacher observation Self- analysis Peer observation 	 In what ways are our coordination challenged during physical manipulatives?
	 STANDARDS: Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources. 1. A. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. B. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition. 			
March Striking	 Hand eye Hand extension Safety 	 Hitting Strike instruments- bats, paddles, noodles, racquets' 	 Teacher observation Self- analysis Peer observation 	

	 STANDARDS: Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources. 1. A. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. B. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition. 			
April Cooperative Games / Problem Solving Activities	 Social skills Team strategy Reflection 	 Organize group Voting Tie break systems Conflict resolution Communication Fair play 	 Teacher observation Self- analysis Peer observation 	 What makes an effective team? How do you show you are a good team member?
	 STANDARDS: Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources. 1. A. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. B. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition. 			
May Outdoor games	 Ladder ball Can jam Corn hole Badminton 	SocializationCooperationCommunication	 Teacher observation Self- analysis Peer observation 	 How can we apply movement skills in diverse settings?

		• Fair play		How can we show fairness?
	 skills to establish personal health. S knowledge and ab Standard 3: Resour personal and com 1. A. Students will a variety of physic activities. B. Students will determine the standard standard	nal Health and Fitness Stu and maintain physical fitne tandard 2: A Safe and Hea ility necessary to create an irce Management. Student munity resources. perform basic motor and i cal activities and proficience esign personal fitness prog ar strength, endurance, and	ess, participate in physica Ithy Environment. Studen nd maintain a safe and hea s will understand and be a manipulative skills. They w cy in a few select complex grams to improve cardio-r	al activity, and maintain ts will acquire the althy environment. able to manage their will attain competency in motor and sports
June Post-testing	 Apply basic movement skills in isolation. Determine personal skills necessary to perform daily tasks. Assess gross motor movements in maintain healthy bodies. 	 Locomotors Walk, run, hop, jump, skip, gallop, slide Skills Kicking, throwing catching 	 Teacher observation Self- analysis Peer observation 	 How can movement skills aid in the development of a healthy lifestyle.
	STANDARDS: • Standard 1: Perso skills to establish personal health. S knowledge and ab Standard 3: Resou personal and com • 1. A. Students will	nal Health and Fitness Stu and maintain physical fitne tandard 2: A Safe and Hea ility necessary to create an irce Management. Student munity resources. perform basic motor and i cal activities and proficience	ess, participate in physica Ithy Environment. Studen nd maintain a safe and hea s will understand and be a manipulative skills. They v	I activity, and maintain ts will acquire the althy environment. able to manage their will attain competency in

B. Students will design personal fitness programs to improve cardio-respiratory endurance,
flexibility, muscular strength, endurance, and body composition.