

## K-2 Grade Curriculum Map

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	ESSENTIAL QUESTIONS
<b>September</b>  <i>Pre-testing</i>	<ul style="list-style-type: none"> <li>Rules</li> <li>Procedures</li> <li>Routines</li> </ul>	<ul style="list-style-type: none"> <li>Locomotors Walk, run, hop, jump, skip, gallop, slide</li> <li>Skills Kicking, throwing catching</li> </ul>	<ul style="list-style-type: none"> <li>Rubric</li> <li>Video taping</li> <li>Self assessment</li> </ul>	<ul style="list-style-type: none"> <li>How do rules and procedures help us make good decisions?</li> </ul>
	<b>STANDARDS:</b> <ul style="list-style-type: none"> <li><b>Standard 1: Personal Health and Fitness</b> Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. <b>Standard 2: A Safe and Healthy Environment.</b> Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. <b>Standard 3: Resource Management.</b> Students will understand and be able to manage their personal and community resources.</li> <li><b>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>  <b>B. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.</b></li> </ul>			
<b>September/October/November</b>  <i>Awareness</i>	<ul style="list-style-type: none"> <li>Space (general/personal)</li> <li>Body awareness &amp; control</li> <li>Speeds- slow, medium, fast</li> <li>Levels- low, medium, &amp; high</li> </ul>	<ul style="list-style-type: none"> <li>Chasing</li> <li>Fleeing</li> <li>Dodging</li> <li>Locomotors</li> <li>Balance</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self- analysis</li> <li>Peer observation</li> </ul>	<ul style="list-style-type: none"> <li>In what ways can we adapt physically to our environment?</li> </ul>

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<b>November/December</b>  <b>Fitness</b>	<ul style="list-style-type: none"> <li>Flexibility</li> <li>Strength</li> <li>Speed</li> <li>Agility</li> </ul>	<ul style="list-style-type: none"> <li>Stretching</li> <li>Lunges</li> <li>Sit-and-reach</li> <li>Curl-ups</li> <li>Push ups</li> <li>Running</li> <li>Sprinting</li> <li>Burpees</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self- analysis</li> <li>Peer observation</li> </ul>	<ul style="list-style-type: none"> <li>How can movement skills aid in the development of a healthy lifestyle?</li> </ul>
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<p><b>January/February</b></p> <p><b>Manipulatives and Directions</b></p>	<ul style="list-style-type: none"> <li>• Hand eye</li> <li>• Foot eye</li> <li>• In, out</li> <li>• Forwards, back</li> <li>• Under, over</li> <li>• Through, around</li> <li>• Left, right</li> <li>• Diagonal</li> <li>• On, off</li> <li>• Above, below</li> <li>• North, south</li> <li>• East, west</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Throwing</li> <li>• Rolling</li> <li>• Bouncing</li> <li>• Bumping</li> <li>• Catching</li> <li>• Punting</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self- analysis</li> <li>• Peer observation</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways are our coordination challenged during physical manipulatives?</li> </ul>
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<p><b>March</b></p> <p><b>Striking</b></p>	<ul style="list-style-type: none"> <li>• Hand eye</li> <li>• Hand extension</li> <li>• Safety</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Strike instruments- bats, paddles, noodles, racquets'</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self- analysis</li> <li>• Peer observation</li> </ul>	

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<b>April</b> <i>Cooperative Games / Problem Solving Activities</i>	<ul style="list-style-type: none"> <li>Social skills</li> <li>Team strategy</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Organize group</li> <li>Voting</li> <li>Tie break systems</li> <li>Conflict resolution</li> <li>Communication</li> <li>Fair play</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self- analysis</li> <li>Peer observation</li> </ul>	<ul style="list-style-type: none"> <li>What makes an effective team?</li> <li>How do you show you are a good team member?</li> </ul>
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<b>May</b> <i>Outdoor games</i>	<ul style="list-style-type: none"> <li>Ladder ball</li> <li>Can jam</li> <li>Corn hole</li> <li>Badminton</li> </ul>	<ul style="list-style-type: none"> <li>Socialization</li> <li>Cooperation</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self- analysis</li> <li>Peer observation</li> </ul>	<ul style="list-style-type: none"> <li>How can we apply movement skills in diverse settings?</li> </ul>

		<ul style="list-style-type: none"> <li>Fair play</li> </ul>		<ul style="list-style-type: none"> <li>How can we show fairness?</li> </ul>
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<b>June Post-testing</b>	<ul style="list-style-type: none"> <li>Apply basic movement skills in isolation.</li> <li>Determine personal skills necessary to perform daily tasks.</li> <li>Assess gross motor movements in maintain healthy bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Locomotors Walk, run, hop, jump, skip, gallop, slide</li> <li>Skills Kicking, throwing catching</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self- analysis</li> <li>Peer observation</li> </ul>	<ul style="list-style-type: none"> <li>How can movement skills aid in the development of a healthy lifestyle.</li> </ul>
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