

3rd Trimester PE Curriculum Map*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Movement Skill</p> <p>Kicking 1.17 Kick a stationary ball, using a smooth, continuous running approach. 1.20 Dribble a ball in a forward direction, using the inside of the foot.</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 4.6 Identify physical activities that cause the heart to beat faster.</p>	<p>Movement Skill</p> <p>Kicking 1.11 Kick a slowly rolling ball. 1.15 Foot-dribble, with control, a ball along the ground.</p> <p>Striking 1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.</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>Fitness Concepts 4.10 Identify muscles being strengthened during the performance of particular physical activities. 4.13 Identify the muscles being stretched during the performance of particular physical activities.</p>	<p>Movement Skill</p> <p>Kicking 1.11 Kick a ball to a stationary partner, using the inside of the foot 1.14 Foot dribble a ball continuously while traveling and changing direction</p> <p>Striking Skills 1.12 Strike a ball continuously upward, using a paddle or racket</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 3.8 Measure and record improvement in individual fitness activity</p> <p>Knowledge</p> <p>Ball Handling/Kicking 2.5 Identify the difference between dribbling a ball (with the hand and the foot separately) while moving forward and when changing direction</p> <p>Fitness Concepts 4.11 Name and locate the major muscles of the body</p>	<p>Movement Skill</p> <p>Striking Skills 1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner. 1.14 Serve a lightweight ball to a partner, using the underhand movement pattern. 1.20 Volley a tossed lightweight ball, using the forearm pass.</p> <p>Kicking 1.10 Kick a ball to a moving partner using the inside of the foot. 1.11 Kick a stationary ball from the ground into air. 1.12 Punt a ball dropped from the hands. 1.16 Keep a foot-dribbled ball away from a defensive partner. 1.19 Stop a kicked ball by trapping it with the foot while standing still.</p> <p>Knowledge</p> <p>Fitness Concepts 3.8 Measure and record changes in aerobic capacity and muscular strength using scientifically based health-related fitness assessments.</p> <p>Striking Skills 2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.</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>Striking 1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern. 1.17 Volley a tossed ball to an intended location.</p> <p>Kicking 1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball. 1.15 Dribble a ball and kick it toward goal while being guarded. 1.8 Punt a ball, dropped from the hands at a target.</p> <p>Fitness Concepts 3.8 Assess health related physical fitness by using a scientifically based health-related fitness assessment. 3.9 Meet age and gender specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.</p> <p>Knowledge</p> <p>Striking Skills 2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery. Fitness Concepts 4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance that you do not meet minimum standards.</p>

<p>Self/Social/Group Responsibility</p> <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>Self/Social/Group Responsibility</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>Self/Social/Group Responsibility</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>Self/Social/Group Responsibility</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>Self/Social/Group Responsibility</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>
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****This Curriculum Map identifies standards for teachers.***

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