



Wachusett Regional School District
Physical Education Curriculum Maps

School: _____

Grade: 1-2

September

Essential Questions:

- 1. How can I behave appropriately in physical activity settings in and out of school?**
- 2. What does it take to be a responsible member of a group/team?**
- 3. What activities can I use to help improve my fitness levels?**
- 4. What are the five locomotor skills?**

Content	Skills	Assessments
Space Awareness *1, 2, 4 (2.2, 2.1, 2.7) a. General Space b. Personal Space	-Establish and review stop and go signals. -Travel safely through space. -Understands the difference between personal and general space. -Demonstrates an ability to travel safely in general space. -Student demonstrates an understanding of and establishes personal space. <i>-Travels demonstrating low, middle and high levels (S2.E2.1a)</i> <i>-Differentiates between fast and slow speeds (S2.E3.1a)</i> <i>-Demonstrates jogging and sprinting (S1.E2.2)</i> <i>-Demonstrates gradual increases and decreases in time and force (S2.E3.2)</i>	Pathway Card Game
Locomotor Movement *1, 2 (2.2) a. Hop b. Skip c. Jump d. Slide e. Gallop	-Uses different locomotor movement patterns when travelling through general space. -Design and perform simple sequences that focus on changes in direction, levels, pathways, and shapes (using one at a time). <i>-Hops, gallops, jogs and slides using a mature pattern (S1.E1.1)</i> <i>-Moves in self and general space in response to designated beats/rhythms (S2.E1.1)</i> <i>-Skips using a mature pattern (S1.E1.2)</i> <i>-Combines locomotor skills in general space to a rhythm (S2.E1.2)</i>	Checklists (group tasks and skill-based)
Intro. to Fitness-Based Tag *1, 2, 5 (2.4, 2.5, 2.7)	-Participates in teacher-led warm-ups (e.g., tag games). -Chasing, fleeing and dodging in group fitness games and individual traveling activities.	Teacher Observed
Partner & Individual Work *4 (2.7)	-Exhibits responsible communication and interpersonal skills to problem-solve. <i>-Demonstrates personal responsibility by using equipment and space appropriately (S4.E1.1)</i> <i>-Practices skills with minimal teacher prompting (S4.E1.2)</i>	Student Reflection (graphic)
Group Work, Environment *4 (2.7)	-Completes a given task safely in partnerships and small group work. <i>-Works independently with other in partner environment (S4.E4.2)</i>	Graphic Response
Demonstrates Responsible Behavior/Follows Class Protocols *3, 4 (2.7)	<i>-Follows the rules/parameters of the learning environment (S4.E2.1)</i> <i>-Actively engages on physical education class (S3.E2.1)</i> <i>-Demonstrates responsibility for class protocols (S4.E2.2)</i> <i>-Actively engages in physical education class in response to instruction and practice (S3.E2.2)</i> <i>-Recognizes the role of rules and etiquette in teacher designed physical activities (S4.E5.2)</i>	Teacher observed



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October

Essential Questions:

1. How does body position effect my throwing?
2. What is the difference between underhand and overhand and when do I use them?
3. How do you use "give" to make a successful catch?
4. Where do your eyes look during a successful catch?
5. What are the different ways I can use my feet to strike a ball and when do I use them?
6. What are the most important skills in striking a ball with our feet?

Content	Skills	Assessments
Throwing and Catching *1, 2 (2.2, 2.1)	-Toss and catch a self tossed ball at different levels: High, medium and low. -Performs an under and overhand throw with proper form. -Performs over and underhand throw towards a variety of targets.(i.e. hoops, pins, poly spots, wall targets). -Catches a ball thrown from a partner. -Starts to show understanding of opposition when throwing over and underhand. <i>-Throws underhand demonstrating 2 of the 5 critical elements of a mature pattern (S1.E13.1)</i> <i>-Catches a soft object from a self-toss before it bounces (S1.E16.1a)</i> <i>-Catches various sizes of balls self-tossed/tossed by a skilled thrower (S1.E16.1b)</i> <i>-Throws underhand using a mature pattern (S1.E13.2)</i> <i>-Throws overarm demonstrating 2 of the 5 critical elements of a mature pattern (S1.E14.2)</i> <i>-Catches a self-tossed or quality thrown large ball with hands, noth trapping or cradling against the body (S1.E16.2)</i>	Graphic Response Video Clips/Digital images
Kicking, Dribbling, and Trapping *1, 2 (2.2, 2.1)	-Dribble a ball with feet using appropriate force using different parts of the foot. -Dribble keeping the ball close to feet and under control in general space. -Kicks a stationary ball, stepping with opposite foot, striking with shoelaces. -Kick a ball to varied targets. -Trap a trap a ball rolling towards and away, contacting with the ball of the foot. -Trap a passed ball. -Trap a ball off a self toss. <i>-Taps/dribbles a ball using inside of feet while walking in general space (S1.E18.1)</i> <i>-Approaches a stationary ball and kick it forward, demonstrating 2 of the 5 critical elements of a mature pattern (S1.E21.1)</i> <i>-Dribbles with the feet in general space with control of ball and body (S1.E18.2)</i> <i>-Uses a continuous running approach and kick a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern (S1.E21.2)</i>	Checklists Graphic response Teacher observed Group Performance checklists
FitnessGram Activities *5 (2.5)	-Perform and demonstrate 3 of the FitnessGram assessments (e.g. P.A.C.E.R., push-up, and sit-up). <i>-Accepts general feedback given by the teacher (S4.E3.1)</i> <i>-Accepts specific corrective feedback from the teacher (S4.E3.2)</i>	FitnessGram



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November

Essential Questions:

- 1. What are the different ways I can use my hands and arms to strike a ball?**
- 2. What are the most important skills in striking a ball with our hands?**
- 3. How can I challenge myself and strike with an implement?**

Content	Skills	Assessments
Striking with Hands/Volleying *1,2 (2.1, 2.2)	-Maintaining eye contact with ball while attempting to strike. -Push/strike a ball using left/right or two hands keeping ball or balloon off the ground. -Strike a ball with at least 3 different body parts keeping it in or near self space. -Use a stepping motion to strike with an underhand motion a ball towards a target. <i>-Volleys an object with an open palm, sending it upward (S1.E22.1)</i> <i>-Volleys an object upward with consecutive hits (S1.E22.2)</i>	- Exit slips - Teacher Observation - Video clips - Sculpturing
Striking with Short-handled Equipment (e.g. paddles) *1 , 2 (2.1, 2.2)	-Uses a paddle to strike a light weight object repeatedly (i.e. balloon, birdie, whiffle ball, etc.) -Strikes a suspended object repeatedly. -Bounce a small light weight ball and strike. -Strikes a self tossed object maintaining eye contact. -Uses opposition to step and strike a self dropped object. <i>-Strikes a ball with a short-handled implement sending it upward (S1.E24.1)</i> <i>-Follows teacher directions for safe participation and proper use of equipment without teacher reminders (S4.E6.1)</i> <i>-Strikes an object upward with a short-handled implement, consecutive hits (S1.E24.2)</i> <i>-Works independently and safely in physical education (S4.E6.2a)</i> <i>-Works safely with physical education equipment (S4.E6.2b)</i>	- Exit slips - Teacher Observation - Video clips



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December

Essential Questions:

1. How can I move my body safely in a variety of ways?
2. Why is it important to maintain your balance during an activity?
3. When do you need to maintain your balance during a given activity?
4. What are the most important things to remember when dribbling a ball?
5. How does dribbling a basketball in different ways help you during game play?

Content	Skills	Assessments
Gymnastics: Balance, Rolling, Jumping and Landing *1, 2 (2.2, 2.1)	-Balance on different body parts. -Balance on a combination of body parts. -Travel and stop in varied balance positions. -Balance on a variety of low to medium level equipment i.e.: T-Bow, balance beam, benches, Indo boards. -Perform: egg roll, forward roll, log roll, rocker. -Create rounded body shapes when attempting to roll. -Jump and land with bent knees. -Uses "give" to land softly after jumping. -Jump a swinging rope with soft landing. -Jump a self turned rope, both forward and backwards, using soft landing. <i>-Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using two foot take-offs and landings (S1.E3.1)</i> <i>-Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane using two foot take-offs and landings (S1.E4.1)</i> <i>-Maintains stillness on different bases of support with different body shapes (S1.E7.1)</i> <i>-Rolls with either a narrow or curled body shape (S1.E9.1)</i> <i>-Demonstrates/differentiates among twisting, curling, bending, and stretching actions (S1.E10.1)</i> <i>-Travels demonstrating a variety of relationships with objects, e.g., over, under, around, through (S2.E2.1b)</i> <i>-Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one and two foot take-offs and landings (S1.E3.2)</i> <i>-Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane using a variety of one and two foot take-offs and landings (S1.E4.2)</i> <i>-Balances on different bases of support, combining levels and shapes (S1.E7.2a)</i> <i>-Balances in an inverted position with stillness and supportive base (S1.E7.2b)</i> <i>-Rolls in different directions with either a narrow or curled body shape (S1.E9.2)</i> <i>-Combines shapes, levels and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2)</i>	- Create a routine - Performance - Checklists/ Task Cards - Graphic response - Peer coaching
Basketball: Dribbling with Hands *1,2 (2.2, 2.1)	-Dribble a ball in self space, pushing with finger tips. -Dribble and switch hands without losing control. -Change pathways while dribbling on a signal. -Travel, dribble and pass. <i>-Dribbles continuously in self-space, using the dominant hand (S1.E17.1)</i> <i>-Dribbles in self-space with preferred hand demonstrating a mature pattern (S1.E17.2a)</i> <i>-Dribbles and walks in general space, using the dominant hand (S1.E17.2b)</i>	- Create a routine - Performance - Checklists/ Task Cards



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January

Essential Questions:

- 1. Why is it important to be fit?**
- 2. What are the different parts of fitness and how can we achieve fitness?**

Content	Skills	Assessments
Health-Related Fitness, Heart Health, and Muscular Fitness *3, 4 (2.4, 2.5)	-Identifies the function of the heart. -Identifies that the heart is a muscle and needs exercise. -Identifies activities that provide the heart with exercise. -Participates in heart healthy activities i.e. locomotor activities, tag games, Hop sports, jump rope, etc. -Identifies sign of heart healthy activity i.e. sweating, fast heartbeat, warm skin, breathing "hard". -Understands that muscles move the body. -Understand that muscles need exercise i.e. fitnessgram activities, Hop sports, TRX, T-bow, balancing activities, Indo boards, and gymnastics. -Identifies the difference between heart healthy and muscular strength. <i>-Discusses benefits of being active and exercising/playing (S3.E1.1)</i> <i>-Identifies the heart as a muscle that gets stronger with exercise/play and physical activity (S3.E3.1)</i> <i>-Describes large motor and/or manipulative physical activities for participation outside physical education class-- before school, e.g., at home, at the park, with friends, with the family (S3.E1.2)</i> <i>-Uses own body as resistance for developing strength (e.g., hold body in plank position, animal walks (S3.E3.2a)</i> <i>-Identifies physical activities that contribute to fitness (S3.E3.2b)</i>	Graphic response Heart Healthy Harry Assessment Checklist Digital picture Step counter measurements.



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February

Essential Questions:

- 1. Why is it important to move in time to a beat?**
- 2. When can you use creative movement to express yourself?**
- 3. What can our bodies teach us through creative dances?**
- 4. How can creative movement help enhance our coordination?**

Content	Skills	Assessments
Creative Movement/Dance *1 (2.1, 2.3) a. Effort b. Relationships	<i>Creative Movement: Effort</i> -Performs different body movements in time to a signal or music to different tempos. -Shows differences of light and strong force. -Demonstrates the difference through fast and slow speeds via a creative dance sequence. <i>Creative Movement: Relationships</i> -Move in a variety of ways in relation to a partner or object. -Work in a small group to create a dance routine (e.g. "Hungry Cat Dance", "Oceans and Waves", "Friendship Ribbon Dance", "Salt Lake Slide" more). <i>-Transfers weight from one body part to another moving in dance and gymnastics environments (S1.E8.1)</i> <i>-Describes positive feelings which result from participation in physical activities (S5.E3.1a)</i> <i>-Transfers weight from feet to different body parts/bases of support for balances and/or travel (S1.E8.2)**</i> <i>-Combines balances and transfers into a three-part sequence (e.g. dance or gymnastics) (S1.E11.2)</i> <i>-Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice tasks/games environment (S5.E3.2)</i>	Create a dance Video clips Graphic response Reflection (verbal response-peer and self- assessed). Source: Purcell and Cohen

***All transfers of weight from feet to other body parts must be presented with differentiated instruction and developmentally appropriate practice tasks for individual learners.*



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March

Essential Questions:

- 1. Why is it important to have safety be your first priority when sledding?**
- 2. How do you ride in your given sled safely and appropriately?**
- 3. Why is it important to take turns?**

Content	Skills	Assessments
Winter Outdoor Activities *1,3,5 (2.2, 2.6, 2.7)	-Sledding activities, other -Safety: student uses sled in appropriate manner. Sitting down with hands inside sled while the "world speed record" is trying to be set. -Personal Responsibility: Taking turns traveling down sliding area. Waiting until sled has come to a stop to exit the "Snow rocket".	Peer review
Discussion: Relationship between Physical Activity and Good Health *3, 6 (2.4, 2.6)	-Heart Health Example: Student will identify that walking up a sledding hill helps the heart get exercise. <i>-Discusses personal reasons for enjoyment in physical activities (S5.E3.1b)</i> <i>-Discusses the relationship between physical activity and good health (S5.E1.2)</i>	Graphic response



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April

Essential Questions:

1. What is a long-handled implement and how is it used?
2. Why is grip important when you swing your implement?
3. Why is the pathway of the stick important in striking and object consistently?
4. Why is it important to check for teammates around you before swinging?

Content	Skills	Assessments
Tee Ball: Striking with Long-Handled Equipment *1, 2 (2.1, 2.2)	-Safety: proper spacing, always check for those around you before swinging, more. -Strike a small playground ball off a tee or cone using the hand. -Strike a whiffle ball off a tee with a bat. -Strike a gator-skin pitched ball with a bat as far as possible. <i>-Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation (S1.E25.1)</i>	Graphic response Checklists Video clips
Hockey: Striking with Long-Handled Equipment *1, 2 (2.1, 2.2)	-Travel slowly in different pathways and directions and dribble different types of balls with a hockey stick at a signal. -Perform an underhand swing to strike different types of balls with a hockey stick or golf club. -Strike a puck or ball in the air using a stick or club. -Strike a puck or ball along the ground to a stationary partner using a hockey stick.	Teacher observed Checklists Video clips



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May

Essential Questions:

- 1. How do my skills (physical and problem-solving) carry over to a game situation?**
- 2. How can I use fitnessgram data to effect changes in my fitness levels?**

Content	Skills	Assessments
Low Organized Games (re-visit learned skills) *3, 5,6 (2.6, 2.7)	-A review of many concepts covered in prior months. -Recognize boundary lines and follow rules concerning them. -Show positive sportsmanship. -Home Run or Out (striking with long-handled implements). -Capture the Flag (spatial awareness). -Ring of Fire (kicking, passing and trapping, tossing and catching, passing and trapping with hockey stick). -Sink the Ship (rolling and throwing, and scooping). -Pirate ball (game strategy, heart health). -Ghostbusters (chasing, fleeing, dodging). -<i>Compares physical activities that bring confidence and challenge (S5.E2.2)</i>	Self-assessment Peer-assessment Graphic response
FitnessGram Activities *4 (2.5)	-Perform and demonstrate 3 of the FitnessGram assessments (P.A.C.E.R., push-up, and sit-up). -Compare results to fall. -Take home activities.	FitnessGram sheets



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June

Essential Questions:

- 1. How do performing rhythmic activities help coordination?**
- 2. How do rhythmic activities help our focus and self-control?**
- 3. Why is it important to move in time to a steady beat?**
- 4. How does the concept of rhythm and timing aid us in all those sports we play?**

Content	Skills	Assessments
Rhythm and Dance *1, 5, 6 (2.3, 2.7)	-Strike Lummi sticks together to the beat of different songs. -Paper plate routines. -Partner sequences which repeat a pattern. -Differentiate tempos: slow, medium, fast. -<i>Combines locomotor and non-locomotor skills in a teacher-designed dance (S1.E5.1)</i> -<i>Performs a teacher/student designed rhythmic activity with correct response to simple rhythms (S1.E5.2)</i>	Follow a rhythmic pattern/bet Teacher observed Digital voice feedback