

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Physical Education
Grades 1-2

Standard 1: Skilled Movement

Students demonstrate mature patterns in skipping, hopping, galloping and sliding; mature motor patterns in simple combinations (e.g., running while dribbling, throwing and catching to self or a moving target); adapt to the movements of a partner (e.g., tossing a ball to a moving partner); demonstrate body management in balance and rhythmic activities.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.	<ul style="list-style-type: none"> • 1-2.PE.1.1.1 Demonstrate and identify mature forms of a variety of locomotor, non-locomotor and manipulative patterns with control. • 1-2.PE.1.1.2 Demonstrate movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal). • 1-2.PE.1.1.3 Demonstrates a combination of movements. 	<ul style="list-style-type: none"> • Musical partner movement • Movement Leader - activity designed to promote awareness and performance within the movement framework. • Sport Moves to Music 	<ul style="list-style-type: none"> • Stereo • Music • Various props 	

Standard 2: Movement Knowledge

Students identify critical elements of fundamental skills and make use of them in performance. Students identify and perform movement concepts (e.g., space, effort and relationships that vary the quality of movement).

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	<ul style="list-style-type: none"> • 1-2.PE.2.1.1 Identify basic movement concepts that vary the performance of movement. • 1-2.PE.2.1.2 Improve performance by varying quality of movement. 	<ul style="list-style-type: none"> • “Colors” - teacher designed activity created to promote knowledge of space and effort. 	<ul style="list-style-type: none"> • Stereo • Music 	

Standard 3: Physically Active Lifestyle

Students continue to develop and express positive attitudes toward regular daily physical activity and its effects on health. Students begin to identify activities with components of health related fitness and explore new activities.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Participate in daily physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<ul style="list-style-type: none"> • 1-2.PE.3.1.1 Participate daily in moderate to vigorous physical activity during and outside of class. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.) • 1-2.PE.3.1.2 Explore and participate in health enhancing physical activities. • 1-2.PE.3.1.3 Express feelings about participation during physical activity. • 1-2.PE.3.1.4 Define one activity associated with each component of health-related fitness. 	<ul style="list-style-type: none"> • Sport stories - students share “stories” about participating in after school activities • Fitness training 		

Standard 4: Personal Fitness

Students are expected to sustain moderate to vigorous physical activity for longer periods of time. Students are introduced to the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and the physiological signs associated with physical activity.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
Goal 4.1: Achieve and maintain a health enhancing level of fitness.	<ul style="list-style-type: none"> • 1-2.PE.4.1.1 Participate and sustain moderate or vigorous activity. • 1-2.PE.4.1.2 Identify the physiological signs associated with physical activity. • 1-2.PE.4.1.3 Know the components of health-related fitness. 	<ul style="list-style-type: none"> • “Heart Bumps” - students listen to heart beat using stethoscopes. Students identify activities that increase heart rate. 	<ul style="list-style-type: none"> • Pedometer walking • Digi walkers 	

Standard 5: Personal and Social Responsibility

Students know safe practices, class rules and procedures, and apply them with reminders. Students voluntarily cooperate with a partner and in small groups regardless of differences (e.g., gender, ethnicity, ability) and begin to resolve conflicts using teacher-directed strategies.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.	<ul style="list-style-type: none">• 1-2.PE.5.1.1 Apply teacher rules, procedures and safe practices with little or no reinforcement.• 1-2.PE.5.1.2 Work cooperatively with a partner to complete tasks.• 1-2.PE.5.1.3 Exhibit self-control in movement.• 1-2.PE.5.1.4 Recognize and support differences.	<ul style="list-style-type: none">• Long rope - turning and jumping• Various cooperative activities	<ul style="list-style-type: none">• Jump rope• Stereo• Music	