

**Southington Public Schools
Curriculum Map**

Subject: Physical Education

Grade: K-5

UNIT TITLE	#1 INTRODUCTION AND ORIENTATION (Grades K & 1)	#2 INTRODUCTION AND ORIENTATION (Grades 2 & 3)	#3 INTRODUCTION (Grades 4 & 5)
CONTENT	<ul style="list-style-type: none"> • Introduction to Physical Education • Movement Concepts • Cooperative Activities 	<ul style="list-style-type: none"> • Introduction to Physical Education • Movement Concepts • Cooperative Activities • Fitness Test and Related Activities • Chasing, Fleeing, Dodging 	<ul style="list-style-type: none"> • Introduction to Physical Education • Cooperative Activities • Fitness Test and Related Activities • Chasing, Fleeing, Dodging
STATE STANDARDS	<p>1.K-2.1 Travel safely in different directions using the varying locomotor skills.</p> <p>1.K-2.4 Balance demonstrating momentary stillness, in symmetrical and asymmetrical shapes with a variety of body parts.</p> <p>1.K-2.6 Manipulate the body in a stationary fashion while making a variety of shapes.</p> <p>4.K-2.2 Identify appropriate behaviors for participating with others in physical activities.</p> <p>4.K-2.4 Share space and equipment with others in physical activities settings.</p> <p>4.K-2.6 Stop the activity when signaled to do so.</p>	<p>4.K-2.2 Identify appropriate behaviors for participating with others in physical activities.</p> <p>4.K-2.4 Manipulate the body in a stationary fashion while making a variety of shapes.</p> <p>4.K-2.7 Accept the feelings resulting from challenges, successes, and failures in PE activities.</p> <p>4.3-4.3 Analyze potential risks associated with physical activity. Appreciate differences and similarities in others during physical activity.</p>	<p>4.3-4.3 Demonstrate positive ways to resolve conflicts that occur in physical activity settings.</p> <p>2.5-6.4 Recognize the carry over of general movement skills that can be applied to specific activities.</p> <p>4.3-4.3 Make conscious decisions about applying rules, procedures, and etiquette for specific activity situations.</p>
ASSESSMENT	<p><u>PERFORMANCE TASK</u></p> <ul style="list-style-type: none"> • We are all performers in a circus walking on a tightrope. Balance on the rope. • Moving safely and quickly through NYC, trying to avoid contact with anyone or anything. • Stopping at a stop sign, red light, etc. • Personal space in a grocery store. • Keeping comfortable and adequate spacing between you and others. 	<p><u>PERFORMANCE TASK</u></p> <p>Locomotor Skills:</p> <ul style="list-style-type: none"> • Running, Chasing, Fleeing, Dodging, Lifting, Pushing, Pulling, Hop, Skip, Gallop <p>Manipulative Skills:</p> <ul style="list-style-type: none"> • Catch, Roll, Bounce, Dribble, Throw, Kick, Strike <p>You are at Disney World. People are everywhere. You need to plan your pathway and direction to your favorite ride. Since you have no personal space you need to plan with your family (teamwork) how to arrive safely using the sidewalks as your boundary lines. What is the first thing you need to do?</p>	<p><u>PERFORMANCE TASK</u></p> <p>You have been assigned a science project in your senior biology class. It's your responsibility to get it finished by a certain date. You are working with three people:</p> <ol style="list-style-type: none"> 1. A special needs student 2. Someone you don't particularly care for 3. A genius. <p>Show your flexibility to work respectfully and responsibly by including everyone in the decision making process. Describe how you would do that.</p>

	<p><u>OTHER EVIDENCE</u> Teacher observation of...</p> <ul style="list-style-type: none"> • Subjective observation • Skills checklist/charts: <ol style="list-style-type: none"> 1. Skipping 2. Jumping (2 feet together) 3. Hopping (right/left) 4. Galloping 5. Running 	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Subjective observation and redirection 	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Subjective observation and redirection
SKILLS	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • travel safely within boundaries • stop and adjust body as directed • identify appropriate behavior • share space safely • share equipment appropriately • identify the body parts when asked to do so 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • identify appropriate behaviors • share space safely and travel safely within the boundaries • demonstrate appreciation for differences and similarities 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • use movement skills acquired and apply to specific activities • demonstrate their ability to apply rules, procedures and etiquette for specific activity situations • resolve conflicts in positive ways when they occur in physical activity settings.