

## Model Curriculum Grade K-2 Units

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### Grades K-2 Unit Overview

#### Physical Education Overview for the Model Curriculum Units

The grades K-5 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit I Movement Education/ Rhythm

Unit II Wellness

Unit III Manipulative Skills

Unit IV Movement/ Locomotor/Nonlocomotor Skills

Unit V Lifetime/ Cooperative Activities

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## Model Curriculum Grade K-2 Units

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The grades K-5 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit I Movement Education/ Rhythm

Unit II Wellness

Unit III Manipulative Skills

Unit IV Movement/ Locomotor/Nonlocomoter Skills

Unit V Lifetime/ Cooperative Activities

## Model Curriculum Grade K-2 Units

### Unit 1: Movement Education/ Rhythm

2.5.2.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.5.P.A.1*	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1*	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.2.A.2*	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
	2.5.2.A.3*	Respond in movement to changes in tempo, beat, rhythm, or musical style.
	2.5.2.A.4*	Correct movement errors in response to feedback.
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1*	Explain the role of regular physical activity in relation to personal health.
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.2*	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Main
Supporting
Additional

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## Model Curriculum Grade K-2 Units

### Unit 1: Movement Education/ Rhythm

2.5.2.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

2.5.P.A.1\* Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).

2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.2.A.1\* Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2\* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3\* Respond in movement to changes in tempo, beat, rhythm, or musical style.

2.5.2.A.4\* Correct movement errors in response to feedback.

2.6.2.A Appropriate types and amounts of physical activity enhance personal health.

2.6.2.A.1\* Explain the role of regular physical activity in relation to personal health.

2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.2.C.2\* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Major Supporting Additional .

## Model Curriculum Grade K-2 Units

### Unit 2: Wellness

2.6.2.A Appropriate types and amounts of physical activity enhance personal health .	2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
	2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
	2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
2.1.2.A Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness. <sup>1</sup>
2.1.2.B Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others. <sup>1</sup>
2.1.2.C Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.2.C.1	Summarize symptoms of common diseases and health conditions. <sup>1</sup>
	2.1.2.C.3	Determine how personal feelings can affect one’s wellness. <sup>1</sup>
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.2	Relate decision-making by self and others to one’s health. <sup>1</sup>
	2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions. <sup>1</sup>
	2.2.2.B.4	Select a personal health goal and explain why setting a goal is important. <sup>1</sup>
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.2 *	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. <sup>1</sup>

Initial Supporting Additional.

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## Model Curriculum Grade K-2 Units

### Unit 2: Wellness

2.6.2.A Appropriate types and amounts of physical activity enhance personal health .

2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

2.1.2.A Health-enhancing behaviors contribute to wellness.

2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.<sup>1</sup>

2.1.2.B Choosing a balanced variety of nutritious foods contributes to wellness.

2.1.2.B.1 Explain why some foods are healthier to eat than others.<sup>1</sup>

2.1.2.C Knowledge about diseases and disease prevention promotes health-enhancing behaviors.

2.1.2.C.1 Summarize symptoms of common diseases and health conditions. 1

2.1.2.C.3 Determine how personal feelings can affect one's wellness. 1

2.2.2.B Effective decision-making skills foster healthier lifestyle choices.

2.2.2.B.2 Relate decision-making by self and others to one's health. 1

2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions. 1

2.2.2.B.4 Select a personal health goal and explain why setting a goal is important. 1

2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.2.C.2 \* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 1

Major Supporting Additional .

## Model Curriculum Grade K-2 Units

Unit 3: Manipulative Skills		
2.5.P.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.5.P.A.3*	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)
2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1*	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.2.A.2*	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.2*	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1*	Explain the role of regular physical activity in relation to personal health.
	2.6.2.A.2*	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Legend: Supporting Additional

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## Model Curriculum Grade K-2 Units

### Unit 3: Manipulative Skills

2.5.P.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

2.5.P.A.3\* Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)

2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.2.A.1\* Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2\* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.2.C.2\* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

2.6.2.A Appropriate types and amounts of physical activity enhance personal health.

2.6.2.A.1 \* Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2 \* Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Major Supporting Additional

## Model Curriculum Grade K-2 Units

### Unit 4: Movement/ Locomotor/Nonlocomotor Skills

2.5.P.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.5.P.A.1*	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
	2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.2*	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
	2.5.2.A.2*	Correct movement errors in response to feedback.
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.2*	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1*	Explain the role of regular physical activity in relation to personal health.

Initial Supporting Additional

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## Model Curriculum Grade K-2 Units

### Unit 4: Movement/ Locomotor/Nonlocomotor Skills

2.5.P.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

2.5.P.A.1\* Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).

2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.2.A.2\* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4\* Correct movement errors in response to feedback.

2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.2.C.2\* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

2.6.2.A Appropriate types and amounts of physical activity enhance personal health.

2.6.2.A.1 \* Explain the role of regular physical activity in relation to personal health.

Major Supporting Additional .

## Model Curriculum Grade K-2 Units

### Unit 5: Lifetime/ Cooperative Activities

2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1 *	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.B Teamwork consists of effective communication and other interactions between team members.	2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
	2.5.2.B.2	Explain the difference between offense and defense.
	2.5.2.B.3	Determine how attitude impacts physical performance.
	2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
	2.5.2.C.2*	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.2 *	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Legend: Supporting Additional

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## Model Curriculum Grade K-2 Units

### Unit 5: Lifetime/ Cooperative Activities

2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.2.A.1 \* Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.B Teamwork consists of effective communication and other interactions between team members.

2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2 Explain the difference between offense and defense.

2.5.2.B.3 Determine how attitude impacts physical performance.

2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.

2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2\* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

2.6.2.A Appropriate types and amounts of physical activity enhance personal health.

2.6.2.A.2 \* Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Major Supporting Additional .