

Jemez Valley Public Schools
KINDERGARTEN- GRADE TWO PHYSICAL EDUCATION • CONTENT MAP

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
K-2 Content Map			
Standard I: Demonstrates competency in many movement forms and proficiency in a few movement forms			
<p>Demonstrate a variety of locomotor patterns (i.e. hop, skip, jump, gallop, slide, etc.) using mature form.</p> <p>Learn the names of different types of balls and the sports they are used in.</p> <p>Travel in a variety of locomotor patterns (i.e. hop, skip, jump, gallop, slide, etc.) using mature form. (all year)</p> <p>Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.</p> <p>Introduce jump roping.</p> <p>Receive and send an object in a continuous motion (i.e. throwing/catching, kicking/trapping striking, volleying, etc.) (all year)</p>	<p>Form round, narrow, wide and twisted body shapes alone and with a partner.</p> <p>Practice jump roping.</p> <p>Demonstrate smooth transitions between sequential motor skills (i.e. running into a jump)</p> <p>Repeatedly jump a self-turned rope and a rope turned by others.</p>	<p>Demonstrate skills of chasing, fleeing and dodging to avoid others.</p> <p>Roll sideways and forwards without hesitating or stopping using control.</p>	<p>Continuously dribble a ball, using hands or feet, without losing control.</p>
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Standard II: Applies movement concepts and principles to the learning and development of motor skills.			
<p>Repeat cue words for selected motor skills and demonstrate/ex-plain what is meant by each. (all year)</p> <p>Travel, changing speed and direction, and pathway, quickly and safely without falling.</p> <p>Travel, changing speed and direction, and pathway, quickly and safely without falling. Place a variety of body parts into high, medium and low levels.</p> <p>Demonstrate the application of critical cues and selected motor skills.</p>	<p>Travel while demonstrating a variety of relationships with objects (i.e. over, under, behind, alongside, through, etc.)</p> <p>Refine movement errors in response to positive information and corrective feedback.</p> <p>Travel while demonstrating a variety of relationships with objects (i.e. over, under, behind, alongside, through, etc.) .</p>	<p>Use concepts of space awareness and relationships to others to run, hop, and skip in different pathways and directions in a large group without bumping into others or falling.</p> <p>Recognize similar movement concepts across a variety of skills.</p>	<p>Accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.</p>
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Standard III: Exhibits knowledge and ability to participate in a physically active lifestyle.			
<p>Engage in moderate to vigorous physical activity most days of the week. (all year)</p> <p>Participate regularly in a variety of non-</p>			

structured and minimally organized physical activities outside of PE class (i.e. ball play, tag, hide and seek, skipping, etc.) (all year)			
Participate in physical activities. (all year)			
Experience different types of physical activities and their healthful benefits. (all year)			

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K-2 Content Map			
Standard IV: Achieves and maintains a health enhancing level of physical fitness.			

Identify components of health related fitness.	Identify components of health related fitness.	Identify the health components that comprise physical fitness	Recognize personal strengths and weakness based on participation in various physical activities.
Identify components of health related fitness.	Identify components of health related fitness.	Demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands.	Identify activities designed to improve health related fitness components
		Identify physiological signs and benefits associated with participation in moderate to vigorous physical activity.	Recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity.
		Identify the health components that comprise physical fitness Identify physiological signs and benefits associated with participation in moderate to vigorous physical activity.	
		Sustain activity for increasingly longer periods of time.	
		Recognize that physical fitness has several health	

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K-2 Content Map			
Standard V: Demonstrates responsible personal and social behavior in physical activity settings.			

Recognize that personal space and emotional safety will be protected.	Distinguish between compliance and non-compliance with game rules and fair play.	Identify effective communication skills.	Demonstrate effective communication skills.
Identify where equipment should be placed and used during physical education class.	Practice the elements of socially acceptable conflict resolution (through October)	Consistently comply with PE classroom rules to ensure the physical and emotional safety for all.	
Identify how to use equipment safely. Introduce PE classroom and general activity rules.	Introduce concept of peer pressure.	Accept consequences of personal choices. (all year)	
Participate in a variety of games and activities that increase respiration and heart rate. (all year)	Demonstrate the elements of socially acceptable conflict resolution. (all year)	Practice effective communication skills. (through March)	
Invite a peer to take his/her turn at a piece of		Assist partner by sharing observations about skill performance during practice.	

apparatus before repeating turn. (all year)	Avoid the negative influence of peers. (all year)		
Use space and equipment safely and properly (all year)	Identify examples of peer pressure.		
Introduce the elements of socially acceptable conflict resolution			

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K-2 Content Map			
Standard VI: Demonstrates understanding and respect for differences among people in physical activity settings			

Learn how to work with a partner.	Work productively with a variety of partners.	Identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type. Introduce and discuss the concept of people with differences. Accept all playmates without regard to personal differences (i.e. age, race, ethnicity, gender, ability level, etc.) Describe yourself and your family.	Articulate cultural/ethnic self-awareness through written, oral or physical expression.
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K-2 Content Map			
Standard VII: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.			

Students will be exposed to celebrating personal successes and achievements and those of others.	Celebrate personal successes and achievements and those of others.	Participate in movement sequences.	
Students will participate in physical activities in individuals, pairs and small groups. (all year)	Continue to participate when not successful on the first attempt.	Participate in movement sequences.	
Students will be recognized for celebrating personal successes and achievements of others.	Cooperate and share with partners in physical activities.	Identify several individual and dual physical activities that they find personally enjoyable.	
Students will learn how to work cooperatively with partners.		Create movement sequences that are personally interesting and satisfying.	
Willingly try new activities.			