

GRADES 1-2 Physical Education INSTRUCTIONAL PACING GUIDE

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities.

Standard 3: The student will participate regularly in physical activity.

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness.

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.

DATES TAUGHT		RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
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FIRST NINE WEEKS

Movement Education

	2-1.1	Demonstrate mature form in locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping).	Indicators will be completed during each unit	
	2-1.2	Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (for example, from walking to running, galloping to skipping, catching to throwing).		
	2-1.3	Jump and land in various combinations (for example, one-foot takeoff to two-feet landing, two-feet takeoff to two-feet landing).		
	2-1.10	Use movement concepts to move in expressive ways (for example, traveling in a curved or zigzag pathway, moving body parts from one level to another, contrasting the speed or force of movement).		
	2-2.1	Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (for example, bend knees when landing, steps with opposition when throwing, reach and give when catching).		
	2-2.2	Identify movement concepts and principles of movement to a variety of fundamental movement skills (for example, catching at different levels, skipping in different pathways, “giving” to receive force).		
	2-2.3	Use feedback to improve performance (for example, changing the hand position after recognizing an error).		
	2-2.4	Identify dominant hand and lead foot for performing fundamental movement skills.		
	2-2.5	Attribute differences in improved physical performance to appropriate practice and experience (for example, student recognizes that he or she is improving in the skill of throwing and catching a ball as a result of practicing in physical education class and playing on a t-ball team).		
	2-2.6	Identify physiological responses as a result of moderate-to-vigorous physical activity (for example, breathing rate, heart rate, amount of perspiration).		
	2-3.1	Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).		
	2-4.1	Engage in warm-up to prepare the body for physical activity.		
	2-4.2	Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).		
	2-4.3	Participate in physical activity to increase muscular strength and endurance (for example, moves transversely along a rock wall with little teacher assistance or travels hand-over-hand along horizontal ladder as in the monkey bars).		
	2-4.4	Participate in physical activity to improve and/or maintain flexibility.		
	2-5.1	Support and work cooperatively with another to complete an assigned physical education task (for example, tossing easily caught passes to a partner).		
	2-5.2	Treat others with respect during physical activities.		
	2-5.3	Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).		

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Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.
Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.

DATES TAUGHT		RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
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FIRST NINE WEEKS CONTINUED

Movement Education

	2-5.4	Apply rules, procedures, and safe practices during physical education class with few or no reminders.	Indicators will be completed during each unit	
	2-6.1	Identify several physical activities that are personally enjoyable.		
	2-6.2	Try new physical activities alone or with peers.		
	2-6.3	Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer.		
	2-6.4	Express personal feelings on progress made while learning a new movement skill (for example, communicating to the teacher his or her excitement when making the Wall-of-Fame during the physical education class).		
	2-6.5	Use physical activity as a means of self-expression.		

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DATES TAUGHT			RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
SECOND NINE WEEKS			
Throwing, Catching, and Kicking			
	2-1.2	Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (for example, from walking to running, galloping to skipping, catching to throwing).	Indicators will be completed during each unit
	2-1.6	Adapt kicking and striking to simple, changing environments (for example, kicking a moving ball, striking a friendly toss).	
	2-1.7	Toss a ball underhand using mature form (including places feet together and shoulders square to target, swings throwing arm straight back, shifts weight forward by stepping forward onto opposite foot, ball rolls off fingers, and finishes with throwing arm outstretched toward target).	
	2-1.8	Throw a hand-sized ball overhand with force to hit a wall 30 feet away.	
	2-1.9	Catch a self-tossed and partner-tossed object.	
	2-2.1	Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (for example, bend knees when landing, steps with opposition when throwing, reach and give when catching).	
	2-2.2	Identify movement concepts and principles of movement to a variety of fundamental movement skills (for example, catching at different levels, skipping in different pathways, "giving" to receive force).	
	2-2.3	Use feedback to improve performance (for example, changing the hand position after recognizing an error).	
	2-2.4	Identify dominant hand and lead foot for performing fundamental movement skills.	
	2-2.5	Attribute differences in improved physical performance to appropriate practice and experience (for example, student recognizes that he or she is improving in the skill of throwing and catching a ball as a result of practicing in physical education class and playing on a t-ball team).	
	2-2.6	Identify physiological responses as a result of moderate-to-vigorous physical activity (for example, breathing rate, heart rate, amount of perspiration).	
	2-3.1	Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).	
	2-4.1	Engage in warm-up to prepare the body for physical activity.	
	2-4.2	Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).	
	2-4.3	Participate in physical activity to increase muscular strength and endurance (for example, moves transversely along a rock wall with little teacher assistance or travels hand-over-hand along horizontal ladder as in the monkey bars).	
	2-4.4	Participate in physical activity to improve and/or maintain flexibility.	
	2-5.1	Support and work cooperatively with another to complete an assigned physical education task (for example, tossing easily caught passes to a partner).	

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DATES TAUGHT		RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
SECOND NINE WEEKS CONTINUED		

Throwing, Catching, and Kicking			
	2-5.2	Treat others with respect during physical activities.	Indicators will be completed during each unit
	2-5.3	Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).	
	2-5.4	Apply rules, procedures, and safe practices during physical education class with few or no reminders.	
	2-6.1	Identify several physical activities that are personally enjoyable.	
	2-6.2	Try new physical activities alone or with peers.	
	2-6.3	Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer.	
	2-6.4	Express personal feelings on progress made while learning a new movement skill (for example, communicating to the teacher his or her excitement when making the Wall-of-Fame during the physical education class).	
	2-6.5	Use physical activity as a means of self-expression.	

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THIRD NINE WEEKS

Educational Gymnastics and Dance

	2-1.1 Demonstrate mature form in locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping).	Indicators will be completed during each unit	
	2-1.2 Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (for example, from walking to running, galloping to skipping, catching to throwing).		
	2-1.3 Jump and land in various combinations (for example, one-foot takeoff to two-feet landing, two-feet takeoff to two-feet landing).		
	2-1.5 Combine balance, weight transfer, and rolling movements into a sequence with a clear beginning and ending (for example, stork-stand balance, to a forward roll, to a donkey kick, to a knee scale balance finish).		
	2-1.10 Use movement concepts to move in expressive ways (for example, traveling in a curved or zigzag pathway, moving body parts from one level to another, contrasting the speed or force of movement).		
	2-2.1 Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (for example, bend knees when landing, steps with opposition when throwing, reach and give when catching).		
	2-2.2 Identify movement concepts and principles of movement to a variety of fundamental movement skills (for example, catching at different levels, skipping in different pathways, "giving" to receive force).		
	2-2.3 Use feedback to improve performance (for example, changing the hand position after recognizing an error).		
	2-2.4 Identify dominant hand and lead foot for performing fundamental movement skills.		
	2-2.5 Attribute differences in improved physical performance to appropriate practice and experience (for example, student recognizes that he or she is improving in the skill of throwing and catching a ball as a result of practicing in physical education class and playing on a t-ball team).		
	2-2.6 Identify physiological responses as a result of moderate-to-vigorous physical activity (for example, breathing rate, heart rate, amount of perspiration).		
	2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).		
	2-4.1 Engage in warm-up to prepare the body for physical activity.		
	2-4.2 Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).		
	2-4.3 Participate in physical activity to increase muscular strength and endurance (for example, moves transversely along a rock wall with little teacher assistance or travels hand-over-hand along horizontal ladder as in the monkey bars).		
	2-4.4 Participate in physical activity to improve and/or maintain flexibility.		
	2-5.1 Support and work cooperatively with another to complete an assigned physical education task (for example, tossing easily caught passes to a partner).		
	2-5.2 Treat others with respect during physical activities.		

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THIRD NINE WEEKS CONTINUED

Educational Gymnastics and Dance

	2-5.3	Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).	Indicators will be completed during each unit	
	2-5.4	Apply rules, procedures, and safe practices during physical education class with few or no reminders.		
	2-6.1	Identify several physical activities that are personally enjoyable.		
	2-6.2	Try new physical activities alone or with peers.		
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FOURTH NINE WEEKS			
Net/Wall Games and Invasion Games			
	2-1.2	Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (for example, from walking to running, galloping to skipping, catching to throwing).	Indicators will be completed during each unit
	2-1.6	Adapt kicking and striking to simple, changing environments (for example, kicking a moving ball, striking a friendly toss).	
	2-1.7	Toss a ball underhand using mature form (including places feet together and shoulders square to target, swings throwing arm straight back, shifts weight forward by stepping forward onto opposite foot, ball rolls off fingers, and finishes with throwing arm outstretched toward target).	
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FOURTH NINE WEEKS CONTINUED			
Net/Wall Games and Invasion Games			
	2-5.1	Support and work cooperatively with another to complete an assigned physical education task (for example, tossing easily caught passes to a partner).	Indicators will be completed during each unit
	2-5.2	Treat others with respect during physical activities.	
	2-5.3	Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).	
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NOTE: THIS INSTRUCTIONAL GUIDE IS BUILT TO ASSIST IN PROVIDING TIME FOR REVIEW AND REMEDIATION FOR STATE ASSESSMENT.