

Core Content/Program of Studies Curriculum Map
Bourbon County Schools

Level: Primary
Subject-Grade: Physical Ed K-3
Updated: July 2007

Bold & () = Assessed
Italics = Supporting
e.g. = Example only

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators Program of Studies
<p>Weeks 1-2</p>	<p>PL-EP-1.1.1 Students will identify effective social interaction skills (e.g., identifying emotions, listening, cooperation, etiquette, politeness, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior. DOK 1</p> <p>PL-EP-1.1.2 Students will identify strategies for stress management, problem solving, conflict resolution and communication (e.g., self-control, work and play collaboration, caring, reconciling, asking for help, active listening). DOK 1</p> <p>PL-EP-1.1.9 Students will describe social (e.g., getting along with others, serving as team members) and emotional (e.g., expressing feelings, self-concept) health. DOK 1</p>	<p>PL-P-PW-U-3 Students will understand that responsibility to others enhances social interactions skills.</p> <p>PL-P-PW-S-SMEM1 Students will demonstrate social interaction skills by:</p> <ul style="list-style-type: none"> a) using etiquette, politeness, sharing and other positive social interaction skills b) working and playing collaboratively in large and small groups c) using appropriate means to express needs, wants and feelings d) describing characteristics needed to be a responsible friend and family member e) practicing attentive listening skills that build and maintain healthy relationships f) identifying the differences between verbal and nonverbal communication g) identifying social interaction skills that enhance individual health <p>PL-P-PW-S-SMEM2 Students will explain how an individual's attitude can affect one's personal health</p> <ul style="list-style-type: none"> a) social health: getting along with others, serving as team members b) emotional health: expressing feelings, self-concept <p>PL-P-PW-S-SMEM3 Students will define and identify ways to manage stress (e.g.,</p>

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators Program of Studies
		<p>exercise, drawing/writing/talking about feelings)</p> <p>Academic Expectations</p> <p>2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.</p> <p>2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p>3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>4.1 Students effectively use interpersonal skills.</p> <p>4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>5.4 Students use a decision-making process to make informed decisions among options.</p>

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators Program of Studies
Weeks 3 - 7	<p>PL-EP-2.2.1 Students will identify physical and social benefits that result from regular and appropriate participation in physical activities:</p> <ul style="list-style-type: none"> • physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements) • social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression) <p style="text-align: right;">DOK 1</p> <p>PL-EP-2.2.3 Students will identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</p> <p style="text-align: right;">DOK 1</p>	<p>PL-P-PS-U-1 Students will understand that spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.</p> <p>PL-P-PS-U-2 Students will understand that movement concepts, principles and strategies apply to the learning and performance of physical activities</p> <p>PL-P-LPW-S-1 Students will identify likes and dislikes connected with participating in sports and physical activities (e.g., enjoyment, challenge, maintaining fitness, teamwork)</p> <p>PL-P-LPW-S-2 Students will identify benefits gained from regular participation in physical activities and describe activities that will promote a physically active lifestyle</p> <p>PL-P-LPW-S-3 Students will identify the physiological and psychological changes in the body during physical activity</p> <p>PL-P-LPW-S-4 Students will participate in daily physical activity during and after school</p> <p>PL-P-LPW-S-9 Students will explore and identify a variety of physical activities that enhance the health related fitness components</p> <p>Academic Expectations</p> <p>2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>2.34 Students perform physical movements skills effectively in a variety of settings.</p> <p>2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p>

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators Program of Studies
		<p>3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.</p> <p>3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>3.7 Students demonstrate the ability to learn on one's own.</p> <p>4.2 Students use productive team membership skills.</p>

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators Program of Studies
<p>Weeks 8 - 18</p>	<p><i>PL-EP-2.1.1</i> <i>Students will apply fundamental motor skills:</i> <i>Locomotor:</i></p> <ul style="list-style-type: none"> • <i>Walking</i> • <i>Running</i> • <i>Skipping</i> • <i>Hopping</i> • <i>Galloping</i> • <i>Sliding</i> • <i>Leaping</i> • <i>Jumping</i> <p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> • <i>Turning</i> • <i>Twisting</i> • <i>Bending</i> • <i>Stretching</i> • <i>Swinging</i> • <i>Swaying</i> • <i>Balancing</i> <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> • <i>Hitting</i> • <i>Kicking</i> • <i>Throwing</i> • <i>Catching</i> • <i>Striking</i> • <i>Dribbling</i> <p><i>PL-EP-2.1.2</i> <i>Students will identify the fundamental movement concepts:</i></p> <ul style="list-style-type: none"> • <i>Body awareness - what the body is doing</i> • <i>Space awareness - where the body moves</i> 	<p>PL-P-PS-S-1 Students will demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body control, space awareness)</p> <p>PL-P-PS-S-2 Students will demonstrate fundamental motor skill aspects of performance</p> <p>PL-P-PS-S-3 Students will utilize fundamental motor skills and movement concepts to create movement sequences</p> <p>PL-P-PS-S-4 Students will demonstrate the contrast between slow and fast movements while traveling</p> <p>PL-P-PS-S-5 Students will demonstrate relationships (e.g., over, under, front and back, side-by-side, leading and following) with other people and objects</p> <p>PL-P-PS-S-6 Students will define the role personal and general space has in movement</p> <p>PL-P-PS-S-7 Students will work in group settings without physically interfering with others</p> <p>PL-P-PS-S-8 <i>Students will develop basic manipulative skills (e.g., throwing, catching, kicking, striking)</i></p> <p>Academic Expectations</p> <p>2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>2.34 Students perform physical movements skills effectively in a variety of settings.</p> <p>2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p>

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators Program of Studies
	<ul style="list-style-type: none">• <i>Time - how quickly the body moves</i>• <i>Effort - how the body moves</i>• <i>Relationships – relationships that occur while the body moves.</i>	4.1 Students effectively use interpersonal skills.

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators Program of Studies
<p>Weeks 19 - 30</p>	<p><i>PL-EP-2.2.2</i> Students will explain the importance of practice for improving performance in games and sports.</p> <p><i>PL-EP-2.2.4</i> Students will identify basic rules for participating in simple games and activities needed to make games fair.</p> <p><i>PL-EP-2.2. 5</i> Students will identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</p>	<p>PL-P-LPW-S-5 Students will explain the importance of practice for improving performance in games and sports for individuals</p> <p>PL-P-LPW-S-6 Students will when participating in a variety of physical activities and games:</p> <ul style="list-style-type: none"> a) explain why rules are used (e.g., safety, fairness) b) differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying) c) practice cooperation strategies with partners and small groups <p>PL-P-LPW-S-7 Students will demonstrate and describe the concept of sportsmanship (e.g., rules, fair play) in regard to games and activities</p> <p>PL-P-LPW-S-8 Students will identify and explain how spectator behaviors influence the safety and enjoyment of sports and games</p>