

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade



## Course Outline: Kindergarten – 2<sup>nd</sup> Grade Physical Education

**Standards:** [Physical Education - Grade Kindergarten](#); [Physical Education - Grade 1](#); [Physical Education - Grade 2](#)

**Length:** 36 Week Course (1 Year) based on a 4 day rotation. 180 school days/ 4 rotations = 45 Classes

**Curriculum Resources:** [Elementary Canvas Resources](#)

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

Classes	Unit	Lesson Concept	PE Benchmarks	Resources
1-5 (Q1)	<b>Unit 1: Rules/Routines and Cooperatives</b>	<b>Vocabulary:</b> Personal Space, General Space, Cooperation, Communication, Code Word, Partner, Teamwork, Warm-Up, Cool Down, Safety	PE.K.C.2.2,2.7 PE.K.L.3.3 PE.K.R.5.1 PE.1.C.2.2, 2.9 PE.1.L.3.3 PE.1.R.5.1 PE.2.C.2.2, 2.8 PE.2.L.3.3 PE.2.R.5.1,5.4, 6.3	BCPS Elementary PE Canvas Course
6-10 (Q1)	<b>Unit 2: Personal/General Space; Locomotor and Non Loc Skills; Movement Concepts</b>	<b>Vocabulary:</b> Personal Space, General Space, Locomotor Skills, Pathway, Speed, Speed Walk, Run, Hop, Jump, Skip, Gallop, Slide, Dodge, Chase	PE.K.M.1.1, 1.13 PE.K.C.2.1, 2.2, 2.6 PE.K.R.5.2 PE.1.M.1.1, 1.13 PE.1.C.2.1, 2.2, 2.8 PE.1.R.5.2, 5.3 PE.2.M.1.1, 1.12 PE.2.C.2.1, 2.2, 2.6, 2.7 PE.2.L.3.1, 3.2	BCPS Elementary PE Canvas Course
11-15 (Q2)	<b>Unit 3: Jumping and Landing, Lifetime Fitness, Dance</b>	<b>Vocabulary:</b> Balance, Leap, Jump Rope, Heart Rate, Fitness, Dance, Muscles, Oxygen, Rhythm, Coordination	PE.K.L.4.2, 4.3, 4.4 PE.K.R.5.2, 6.3 PE.1.M.1.14 PE.1.C.2.5 PE.1.L.4.1, 4.2, 4.3, 4.4, 4.5 PE.1.R.5.3, 6.2 PE.2.M.1.9 PE.2.C.2.6 PE.2.L.4.1, 4.2, 4.3, 4.4 PE.2.R.5.3, 6.1, 6.2	BCPS Elementary PE Canvas Course

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<p><b>16-20 (Q2)</b></p>	<p><b>Unit 4: Kidnastics</b></p>	<p><b>Vocabulary:</b> Flexibility, Balance Beam, Static Balance, Dynamic Balance, Pose, Stretching, Muscles, Non-Locomotor, Routine, Control</p>	<p>PE.K.M.1.10, 1.11 PE.K.C.2.2 PE.K.L.4.5 PE.K.R.5.2 PE.1.M.1.10 PE.1.C.2.2 PE.1.L.4.2, 4.6 PE.1.R.5.2, 5.3, 6.2 PE.2.M.1.11 PE.2.C.2.2 PE.2.L.4.2,4.7 PE.2.R.5.3, 6.1, 6.2</p>	<p><i>BCPS Elementary PE Canvas Course</i></p>
<p><b>21-25 (Q3)</b></p>	<p><b>Unit 5: Throwing and Catching</b></p>	<p><b>Vocabulary:</b> Toss, Catch, Roll, Underhand, Overhand, Accuracy, Dominant Hand/Foot, Opposite Hand/Foot, Force</p>	<p>PE.K.M.1.7, 1.8, 1.9 PE.K.C.2.2, 2.5, 2.6 PE.K.R.5.2 PE.1.M.1.7,1.8, 1.9 PE.1.C.2.2, 2.5 PE.1.R.5.2, 5.3,6.3 PE.2.M.1.7, 1.8 PE.2.C.2.2, 2.5, 2.6 PE.2.R.5.2</p>	<p><i>BCPS Elementary PE Canvas Course</i></p>
<p><b>26 – 30 (Q3)</b></p>	<p><b>Unit 6: Dribbling with Hands and Feet</b></p>	<p><b>Vocabulary:</b> Dribble, Finger pads, Trap, Foot-Eye Coordination, Hand-Eye Coordination, Toe Taps, Control, Pathway, Offense, Defense</p>	<p>PE.K.M.1.5 PE.K.C.2.2, 2.6 PE.K.L.4.1 PE.K.R.5.2,5.3, 6.2 PE.1.M.1.5 PE.1.C.2.2, 2.7 PE.1.R.5.2, 5.3, 6.3 PE.2.M.1.5 PE.2.C.2.2, 2.5, 2.6,2.9 PE.2.L.3.6 PE.2.R.5.2</p>	<p><i>BCPS Elementary PE Canvas Course</i></p>

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<p><b>26-30 (Q4)</b></p>	<p><b>Unit 7: Striking with Hands and Feet</b></p>	<p><b>Vocabulary:</b> Strike, Volley, Pass, Kick, Trap, Overhand Strike, Underhand Strike, Palm, Accuracy, Transfer Weight, Control</p>	<p>PE.K.M.1.2 PE.K.C.2.2, 2.5 PE.K.L.3.4 PE.K.R.5.2 6.2 PE.1.M.1.2 PE.1.C.2.2, 2.7 PE.1.L.3.4 PE.1.R.5.2, 5.3, 6.3 PE.2.M.1.2 PE.2.C.2.2, 2.6 PE.2.L.3.4</p>	<p><i>BCPS Elementary PE Canvas Course</i></p>
<p><b>36-40 (Q4)</b></p>	<p><b>Unit 8: Short and Long Handled Implements</b></p>	<p><b>Vocabulary:</b> Paddle, Racket, Implement, Handshake Grip, Blade, Dribble, Sweeper Pass, Forehand, Backhand, Slap Shot</p>	<p>PE.K.M.1.3, 1.4 PE.K.C.2.2, 2.5 PE.K.L.3.4 PE.K.R.6.2 PE.1.M.1.3, 1.4 PE.1.C.2.2, 2.7 PE.1.L.3.4 PE.1.R.5.2, 5.3, 6.3 PE.2.M.1.3, 1.4 PE.2.C.2.2, 2.6 PE.2.L.3.4 PE.2.R. 5.2</p>	<p><i>BCPS Elementary PE Canvas Course</i></p>
<p><b>41-45 (Q4)</b></p>	<p><b>Unit 9: Water Safety, Pedestrian Safety, Nutrition</b></p>	<p><b>Vocabulary:</b> Safety, Pedestrian, Helmet, Traffic, Nutrition, Food Groups, Energy In, Energy Out, Healthy Choice, Exercise</p>	<p>PE.K.C.2.4 PE.K.L.3.6, 4.6 PE.1.C.2.2, 2.4 PE.1.L.3.6, 3.7, 4.7 PE.2.C.2.2, 2.4, 2.6 PE.2.L.3.4, 3.7, 3.8, 4.8</p>	<p><i>BCPS Elementary PE Canvas Course</i></p>

English Language Development ELD Standards Special Notes Section: [si.pdf \(windows.net\)](#)

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade  
**Physical Education - Kindergarten Course Standards**

Name	Description	Checkpoint
<a href="#">PE.K.C.2.1:</a>	Recognize locomotor skills.	1
<a href="#">PE.K.C.2.2:</a>	Recognize physical activities have safety rules and procedures.	1, 2, 3, 4
<a href="#">PE.K.C.2.3:</a>	Recognize technology can be utilized during physical activity.	Not formally celebrated
<a href="#">PE.K.C.2.4:</a>	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.	4
<a href="#">PE.K.C.2.5:</a>	Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.	3, 4
<a href="#">PE.K.C.2.6:</a>	Recite cues for a variety of movement patterns and skills.	1, 3
<a href="#">PE.K.C.2.7:</a>	Identify personal and general space.	1
<a href="#">PE.K.C.2.8:</a>	Recognize movement concepts.	1
<a href="#">PE.K.L.3.1:</a>	Identify a moderate physical activity.	Not formally celebrated
<a href="#">PE.K.L.3.2:</a>	Identify a vigorous physical activity.	Not formally celebrated
<a href="#">PE.K.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.	1
<a href="#">PE.K.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.	4
<a href="#">PE.K.L.3.5:</a>	Describe physical-activity goal-setting.	4

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">PE.K.L.3.6:</a>	Identify the benefits of participating in physical activity.	4
<a href="#">PE.K.L.3.7:</a>	Verbally state the search used before crossing a roadway.	Not formally celebrated
<a href="#">PE.K.L.4.1:</a>	Identify the location of muscles that help the body perform specific physical activities.	3
<a href="#">PE.K.L.4.2:</a>	Identify that the heart beats faster during more intense physical activity.	2
<a href="#">PE.K.L.4.3:</a>	Identify activities that increase breathing and heart rate.	2
<a href="#">PE.K.L.4.4:</a>	Identify a physiological sign of participating in physical activity.	2
<a href="#">PE.K.L.4.5:</a>	Identify a benefit of flexibility.	2
<a href="#">PE.K.L.4.6:</a>	Differentiate between healthy and unhealthy food choices.	2
<a href="#">PE.K.M.1.1:</a>	Use a variety of locomotor skills to travel in personal and general space.	1
<a href="#">PE.K.M.1.2:</a>	Strike objects using body parts forcefully.	4
<a href="#">PE.K.M.1.3:</a>	Balance a lightweight object on a paddle/racket while moving.	4
<a href="#">PE.K.M.1.4:</a>	Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.	4
<a href="#">PE.K.M.1.5:</a>	Use two hands to bounce and catch a large playground ball.	3
<a href="#">PE.K.M.1.6:</a>	Participate in a variety of introductory water skills.	Not formally celebrated
<a href="#">PE.K.M.1.7:</a>	Catch a variety of self-tossed objects.	3

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">PE.K.M.1.8:</a>	Roll and throw a variety of objects using an underhand motion.	3
<a href="#">PE.K.M.1.9:</a>	Throw a variety of objects forcefully using an overhand motion.	3
<a href="#">PE.K.M.1.10:</a>	Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.	2
<a href="#">PE.K.M.1.11:</a>	Balance on a variety of body parts.	2
<a href="#">PE.K.M.1.12:</a>	Perform a variety of rolling actions.	Not formally celebrated
<a href="#">PE.K.M.1.13:</a>	Move in a variety of ways in relation to others.	1
<a href="#">PE.K.R.5.1:</a>	Identify ways to cooperate with a partner during physical activity.	1
<a href="#">PE.K.R.5.2:</a>	Use equipment safely and properly.	Informal Daily Celebration
<a href="#">PE.K.R.5.3:</a>	Identify ways to treat others with respect during physical activity.	4
<a href="#">PE.K.R.6.1:</a>	Identify physical activities that are enjoyable.	Not formally celebrated
<a href="#">PE.K.R.6.2:</a>	Identify a benefit of willingly trying new movements and motor skills.	4
<a href="#">PE.K.R.6.3:</a>	Identify the benefits of continuing to participate when not successful on the first try.	2
<a href="#">HE.K.PHC.3.1:</a>	Name situations when a health-related decision can be made individually or when assistance is needed.	Not formally celebrated
<a href="#">HE.K.PHC.3.4:</a>	Define a personal health goal and how it relates to overall health.	Not formally celebrated

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">HE.K.R.1.1:</a>	Define and give examples of kindness and caring.	Not formally celebrated
<a href="#">HE.K.R.1.2:</a>	Demonstrate the ability to take turns and share with others.	Not formally celebrated
<a href="#">HE.K.R.1.3:</a>	Describe ways to show respect to others.	Not formally celebrated
<a href="#">HE.K.R.2.1:</a>	Identify healthy choices that affect personal wellness.	Not formally celebrated
<a href="#">HE.K.R.2.2:</a>	Demonstrate the ability to follow rules and directions.	Not formally celebrated
<a href="#">HE.K.R.2.3:</a>	Discuss the value of goal setting.	Not formally celebrated
<a href="#">HE.K.R.2.5:</a>	Identify personal strengths and actions individuals can do independently.	Not formally celebrated
<a href="#">HE.K.R.4.1:</a>	Identify when help is needed and who to ask for help.	Not formally celebrated

**Physical Education – Grade 1 Course Standards – Assessment Alignment**

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

Name	Description	Quarter Assessed
<a href="#">PE.1.C.2.1:</a>	Identify the critical elements of locomotor skills.	1
<a href="#">PE.1.C.2.2:</a>	Identify safety rules and procedures for teacher-selected physical activities.	1, 2, 3, 4
<a href="#">PE.1.C.2.3:</a>	Identify technology that can be utilized to enhance physical activity.	Not formally celebrated
<a href="#">PE.1.C.2.4:</a>	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility.	4
<a href="#">PE.1.C.2.5:</a>	Recognize the importance of practicing to improve performance.	2
<a href="#">PE.1.C.2.6:</a>	Use skill cues to improve performance.	Student self-assessment
<a href="#">PE.1.C.2.7:</a>	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills.	3, 4
<a href="#">PE.1.C.2.8:</a>	Identify movement concepts.	1
<a href="#">PE.1.C.2.9:</a>	Name examples of warm-up and cool-down exercises.	1
<a href="#">PE.1.L.3.1:</a>	Identify a moderate physical activity.	Not formally celebrated
<a href="#">PE.1.L.3.2:</a>	Identify a vigorous physical activity.	Not formally celebrated
<a href="#">PE.1.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.	1

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">PE.1.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.	4
<a href="#">PE.1.L.3.5:</a>	Set physical-activity goals.	Not formally celebrated
<a href="#">PE.1.L.3.6:</a>	Identify the health benefits of physical activity.	4
<a href="#">PE.1.L.3.7:</a>	Identify edges, pedestrians, vehicles and traffic.	4
<a href="#">PE.1.L.4.1:</a>	Identify a benefit of strengthening muscles.	2
<a href="#">PE.1.L.4.2:</a>	Identify the components of health-related physical fitness.	2
<a href="#">PE.1.L.4.3:</a>	Identify the changes in heart rate before, during and after physical activity.	2
<a href="#">PE.1.L.4.4:</a>	Identify the difference in the activity of the heart during rest and while physically active.	2
<a href="#">PE.1.L.4.5:</a>	Discuss the physiological signs of physical activity.	2
<a href="#">PE.1.L.4.6:</a>	Identify how to properly flex and extend body parts to promote flexibility.	2
<a href="#">PE.1.L.4.7:</a>	Identify the food groups.	4
<a href="#">PE.1.M.1.1:</a>	Travel using various locomotor skills while changing directions, pathways and speeds.	1
<a href="#">PE.1.M.1.2:</a>	Strike an object upward using body parts.	4
<a href="#">PE.1.M.1.3:</a>	Strike a lightweight object upward continuously using a paddle/racket.	4
<a href="#">PE.1.M.1.4:</a>	Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction.	4

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">PE.1.M.1.5:</a>	Dribble an object with hands or feet while demonstrating control in general space.	3
<a href="#">PE.1.M.1.6:</a>	Demonstrate a variety of basic water skills.	Not formally celebrated
<a href="#">PE.1.M.1.7:</a>	Move in different directions to catch a variety of self-tossed objects.	3
<a href="#">PE.1.M.1.8:</a>	Demonstrate an underhand-throwing motion for accuracy using correct technique.	3
<a href="#">PE.1.M.1.9:</a>	Demonstrate an overhand-throwing motion for distance using correct technique.	3
<a href="#">PE.1.M.1.10:</a>	Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.	2
<a href="#">PE.1.M.1.11:</a>	Demonstrate a sequence of a balance, a roll and a different balance.	Not formally celebrated
<a href="#">PE.1.M.1.12:</a>	Demonstrate the ability to take weight onto hands.	Not formally celebrated
<a href="#">PE.1.M.1.13:</a>	Chase, flee and dodge to avoid or catch others.	1
<a href="#">PE.1.M.1.14:</a>	Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment.	2
<a href="#">PE.1.R.5.1:</a>	List a benefit resulting from cooperation and sharing during physical activity.	1
<a href="#">PE.1.R.5.2:</a>	Use physical-activity space safely and properly.	Informal Daily Celebration

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">PE.1.R.5.3:</a>	Demonstrate consideration of others while participating in physical activity.	Informal Daily Celebration
<a href="#">PE.1.R.6.1:</a>	Identify physical-activity preferences	Student Self-Assessment
<a href="#">PE.1.R.6.2:</a>	Identify feelings resulting from participation in physical activity.	2
<a href="#">PE.1.R.6.3:</a>	Identify the benefits of learning new movement skills.	3, 4
<a href="#">HE.1.CEH.4.1:</a>	Help others to make positive health choices.	Not formally celebrated
<a href="#">HE.1.PHC.3.1:</a>	Describe situations when a health-related decision can be made individually or when assistance is needed.	Not formally celebrated
<a href="#">HE.1.R.1.1:</a>	Discuss ways to respect personal property and personal space of others.	Not formally celebrated
<a href="#">HE.1.R.1.3:</a>	Identify the benefits of sharing and cooperation.	Not formally celebrated
<a href="#">HE.1.R.1.5:</a>	Identify strategies to overcome a challenge.	Not formally celebrated
<a href="#">HE.1.R.2.2:</a>	Establish a short-term goal as a class and take action toward achieving the goal.	Not formally celebrated
<a href="#">HE.1.R.2.3:</a>	Identify the characteristics of a responsible decision maker.	Not formally celebrated

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">HE.1.R.2.4:</a>	Describe how individual actions can affect others.	Not formally celebrated
<a href="#">HE.1.R.2.5:</a>	Identify strategies to discover and demonstrate personal strengths.	Not formally celebrated
<a href="#">HE.1.R.2.6:</a>	Identify healthy ways to express needs and wants.	Not formally celebrated

**Physical Education – Grade 2 Course Standards**

<b>Name</b>	<b>Description</b>	<b>Quarter Assessed</b>
<a href="#">PE.2.C.2.1:</a>	Describe the critical elements of locomotor skills.	1
<a href="#">PE.2.C.2.2:</a>	Identify safety rules and procedures for selected physical activities.	1, 2, 3, 4
<a href="#">PE.2.C.2.3:</a>	Utilize technology to enhance experiences in physical education.	Not formally celebrated
<a href="#">PE.2.C.2.4:</a>	Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.	4
<a href="#">PE.2.C.2.5:</a>	Explain how appropriate practice improves the performance of movement skills.	3

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">PE.2.C.2.6:</a>	Apply teacher feedback to effect change in performance.	Informal Daily Celebration
<a href="#">PE.2.C.2.7:</a>	Describe movement concepts.	1
<a href="#">PE.2.C.2.8:</a>	Explain the importance of warm-up and cool-down activities.	1
<a href="#">PE.2.C.2.9:</a>	Define offense and defense.	3
<a href="#">PE.2.L.3.1:</a>	Identify a moderate physical activity.	Not formally celebrated
<a href="#">PE.2.L.3.2:</a>	Identify a vigorous physical activity.	Not formally celebrated
<a href="#">PE.2.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.	1
<a href="#">PE.2.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.	4
<a href="#">PE.2.L.3.5:</a>	Set and meet physical-activity goals.	Not formally celebrated
<a href="#">PE.2.L.3.6:</a>	Identify how opportunities for participation in physical activities change during the seasons.	3
<a href="#">PE.2.L.3.7:</a>	Identify healthful benefits that result from regular participation in physical activity.	4
<a href="#">PE.2.L.3.8:</a>	Identify the proper crossing sequence.	4

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">PE.2.L.4.1:</a>	Identify how muscular strength and endurance enhances performance in physical activities.	2
<a href="#">PE.2.L.4.2:</a>	Discuss the components of health-related physical fitness.	2
<a href="#">PE.2.L.4.3:</a>	Identify that a stronger heart muscle can pump more blood with each beat.	2
<a href="#">PE.2.L.4.4:</a>	Identify why sustained physical activity causes an increased heart rate and heavy breathing.	2
<a href="#">PE.2.L.4.5:</a>	Identify the physiological signs of moderate to vigorous physical activity.	Not formally celebrated
<a href="#">PE.2.L.4.6:</a>	Identify benefits of participation in informal physical fitness assessment.	Not formally celebrated
<a href="#">PE.2.L.4.7:</a>	Identify appropriate stretching exercises.	2
<a href="#">PE.2.L.4.8:</a>	Categorize food into food groups.	4
<a href="#">PE.2.M.1.1:</a>	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.	1
<a href="#">PE.2.M.1.2:</a>	Strike an object continuously using body parts both upward and downward.	4
<a href="#">PE.2.M.1.3:</a>	Strike an object continuously using a paddle/racket both upward and downward.	4
<a href="#">PE.2.M.1.4:</a>	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.	4

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">PE.2.M.1.5:</a>	Dribble with hands and feet in various pathways, directions and speeds around stationary objects.	3
<a href="#">PE.2.M.1.6:</a>	Perform a variety of fundamental aquatics skills.	Not formally celebrated
<a href="#">PE.2.M.1.7:</a>	Move in different directions to catch a variety of objects softly tossed by a stationary partner.	3
<a href="#">PE.2.M.1.8:</a>	Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.	3
<a href="#">PE.2.M.1.9:</a>	Perform one folk or line dance accurately.	2
<a href="#">PE.2.M.1.10:</a>	Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.	Not formally celebrated
<a href="#">PE.2.M.1.11:</a>	Perform at least one skill that requires the transfer of weight to hands.	2
<a href="#">PE.2.M.1.12:</a>	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.	1
<a href="#">PE.2.R.5.1:</a>	Identify ways to cooperate with others regardless of personal differences during physical activity.	1
<a href="#">PE.2.R.5.2:</a>	List ways to safely handle physical-activity equipment.	3, 4
<a href="#">PE.2.R.5.3:</a>	Describe the personal feelings resulting from challenges, successes and failures in physical activity.	2
<a href="#">PE.2.R.5.4:</a>	Identify ways to successfully resolve conflicts with others.	1

Specials Directed: Kindergarten – 2<sup>nd</sup> Grade

<a href="#">PE.2.R.6.1:</a>	Identify ways to use physical activity to express feeling.	2
<a href="#">PE.2.R.6.2:</a>	Discuss the relationship between skill competence and enjoyment.	2
<a href="#">PE.2.R.6.3:</a>	Identify ways to contribute as a member of a cooperative group.	1
<a href="#">HE.2.PHC.1.2:</a>	Describe ways you can prevent personal injuries.	Not formally celebrated
<a href="#">HE.2.PHC.2.1:</a>	Describe how outside influences, family, and friends can influence personal health decisions.	Not formally celebrated
<a href="#">HE.2.R.2.2:</a>	Identify personal goals and strategies to achieve those goals.	Not formally celebrated
<a href="#">HE.2.R.2.3:</a>	Demonstrate healthy ways to express needs, wants, and listening skills.	Not formally celebrated
<a href="#">HE.2.R.2.4:</a>	Identify personal strengths and areas for improvement.	Not formally celebrated