

**Stamford Public Schools**  
**K – 5 Physical Education Curriculum**  
**Content Standard 1: Movement Skill Performance**

<b><u>Pre-Kindergarten-Kindergarten</u></b>	<b><u>Grade 1</u></b>	<b><u>Grade 2</u></b>	<b><u>Grade 3</u></b>	<b><u>Grade 4</u></b>	<b><u>Grade 5</u></b>
<ul style="list-style-type: none"> <li>▪ To move an appropriate object with his or her feet</li> <li>▪ Kick a stationary object</li> <li>▪ Individual rope jumping technique (with or without rope)</li> <li>▪ Basic rhythmic patterns</li> <li>▪ Beginning locomotor skills: walk, run, hop, jump; can introduce the skip, gallop and leap</li> <li>▪ Static and dynamic balances</li> <li>▪ Basic lead-up tumbling</li> <li>▪ Throw an object, using and underhand technique with limited body movement</li> <li>▪ Bouncing and catching an object with a partner or by themselves</li> <li>▪ Strike an object off a cone or batting tee, using a bat or short paddle</li> <li>▪ Volley an object using his or her hands or a paddle</li> <li>▪ A variety of non-locomotor skills (swaying, reaching, balancing)</li> <li>▪ Jumping and landing safely</li> <li>▪ Concepts of force</li> <li>▪ Learn classroom routines</li> <li>▪ Personal and general space</li> <li>▪ Balancing challenges and exploration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move object continuously with his or her feet around various objects</li> <li>▪ Kick an object in motion</li> <li>▪ Jump over a long rope being swayed by others</li> <li>▪ Individual rope jumping technique</li> <li>▪ Basic rhythmic movement patterns</li> <li>▪ Continue to develop locomotor skills</li> <li>▪ In the appropriate environment dynamic and static balances following a movement</li> <li>▪ How to transfer weight to different body parts smoothly, i.e. basic tumbling forward and backward rolls</li> <li>▪ Travel on a combination of body parts</li> <li>▪ Throw at an appropriate developmental stage, using an underhand and overhand motion</li> <li>▪ Bounce and catch a ball while maintaining body control (with a partner and by themselves)</li> <li>▪ Strike a stationary object using a bat or short paddle, as review</li> <li>▪ Volley a balloon, using his or her hands or a paddle</li> <li>▪ An abundant variety of non-locomotor skills</li> <li>▪ To jump and land safely</li> <li>▪ To self-toss and catch</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move an object with his or her feet</li> <li>▪ Kick an object in motion</li> <li>▪ Bounce an object changing directions around obstacles using a dominant hand</li> <li>▪ Continuously jump a self turned rope and review jumping a long rope</li> <li>▪ Basic rhythmic movement patterns as demonstrated</li> <li>▪ Execute locomotor and non-locomotor movements to a variety of music</li> <li>▪ Demonstrate balances following movement</li> <li>▪ Review of basic forward and backward rolls under control</li> <li>▪ Travel on a combination of body parts</li> <li>▪ Throw an object transferring weight</li> <li>▪ Bounce and catch a ball while maintaining body control with a partner and by themselves</li> <li>▪ Volley objects using his or her hands or a paddle</li> <li>▪ Various balance of skills on various apparatus</li> <li>▪ Jumping and landing safely over low obstacles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporate sport specific skills of throwing, passing, receiving, shooting, dribbling, kicking, and striking with and without implements through lead up activities</li> <li>▪ Turn a jump rope for others, continuous rope jumping and partner jumping</li> <li>▪ Rhythm and dance patterns</li> <li>▪ Combination of tumbling skills</li> <li>▪ Cross-lateral activities such as scarf juggling, bilateral self toss and catch</li> <li>▪ Low organizational activities</li> <li>▪ Begin to develop individual strategies in lead up activities (prevent an opponent from stealing the ball)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporate the sport specific skills of throwing, passing, receiving, shooting, dribbling, kicking, and striking with and without implements in closed environment modified games</li> <li>▪ Increase variety of rope jumping skills</li> <li>▪ Creating basic dance routines plus performing existing popular dances</li> <li>▪ Complex tumbling routines</li> <li>▪ Perform cross-lateral activities with a variety of objects</li> <li>▪ Develop and practice team strategies in a variety of activities (offense/defense, understanding the difference in responsibilities)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporate the sport specific skills of throwing, passing, receiving, shooting, dribbling, kicking, and striking with and without implements in closed environment games</li> <li>▪ Increase the variety of rope jumping skills</li> <li>▪ Create and refine dance routines plus performing existing popular dances</li> <li>▪ Perform cross-lateral activities with a variety of objects while in motion</li> <li>▪ Combine sport specific skills and strategies in games (basketball, soccer, softball/baseball)</li> </ul>

	<ul style="list-style-type: none"> <li>various objects, i.e. beanbags, scarves, etc.</li> <li>▪ Low organizational activity</li> </ul>				
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**Interdisciplinary Connections**  
**Math Focus**

<ul style="list-style-type: none"> <li>• Count to and past 10, 20, 30. ex: Count steps locomotor movement</li> </ul>	<ul style="list-style-type: none"> <li>• Group and skip count by 2, 5, 10 ex: hop by 5's</li> </ul>				
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**Stamford Public Schools**  
**K – 5 Physical Education Curriculum**  
**Content Standard 2: Applying Concepts and Strategies**

<u>Pre-Kindergarten-Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
<ul style="list-style-type: none"> <li>▪ Develop and understanding of basic movement and vocabulary in (concepts of body, space, effort, quality), with greater emphasis on body and space concepts. See appendix for concepts.</li> <li>▪ Apply movement concepts to psychomotor skills</li> <li>▪ Body awareness</li> <li>▪ Understanding appropriate classroom behavior</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expand upon their understanding of basic movement concepts effort and quality</li> <li>▪ Apply their expanded movement concepts to physical activity using movement vocabulary</li> <li>▪ While moving in space, children follow classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply the concept of effort and quality to physical activity</li> <li>▪ Apply their movement concepts to motor skills</li> <li>▪ Respect the rules and routines of the class</li> <li>▪ Demonstrate knowledge of movement vocabulary, concepts and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce basic concepts of offense and defense in lead-up games</li> <li>▪ Begin to create basic strategies in lead-up games</li> <li>▪ Apply general movement concepts to specific activities and lead-up games</li> <li>▪ Identify and explain some basic terminology of sports, i.e. positions</li> <li>▪ Identify how the body performs in relationship to the movement concept</li> <li>▪ Obey rules and safety practices of specific activities</li> <li>▪ Recognize skill elements in self and peers (peer assessment)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce additional basic concepts of offense and defense in modified games</li> <li>▪ Continue to learn basic strategies in modified games</li> <li>▪ Recognize the carry-over of general movement concepts applied to specific sports</li> <li>▪ Increase knowledge of sports terminology</li> <li>▪ Increase understanding of applications of movement concepts to sports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Execute offense and defense concept in different sports (5 v 5 basketball, full field soccer game)</li> <li>▪ Understand the application of movement concepts to sports</li> <li>▪ Increase sports terminology</li> <li>▪ Recognize all skill elements in self and in peers</li> <li>▪ Develop an understanding of player position during games (forward, midfielder, fullback, guard, forward, center)</li> </ul>
<b><u>Interdisciplinary Connections</u></b>					

**Math Focus**

<ul style="list-style-type: none"><li>• Identify sort and compare two dimensional and three dimensional objects such as balls, circles, hoops, cones and bats</li></ul>	<ul style="list-style-type: none"><li>• Explore concepts of odd and even numbers ex: Dice game and odd and even tag</li></ul>	<ul style="list-style-type: none"><li>• Model and describe equal parts of a whole as a unit fraction <math>\frac{1}{2}</math>, half the class will...</li></ul>	<ul style="list-style-type: none"><li>• Compare and round numbers to the nearest 10 and 100 ex: scores and points must be rounded at the end of an activity by students</li><li>• Recall the multiplication and division facts with factors of 1,2,3,4,5,10 ex: mathsketball</li></ul>	<ul style="list-style-type: none"><li>• Develop fluency with multiplication and division fact families for all factors 1-10. Explore the property of zero and multiplication and in implementation in division ex: mathsketball</li><li>• Analyze two dimensional shapes and determine lines of symmetry congruence and class of angles ex: a basketball court has four right angles</li></ul>	<ul style="list-style-type: none"><li>• Find fractional parts of a set of objects ex: we have 10 basketballs and five students, what fraction of balls do we need</li><li>• Use benchmarks to approximate locations on number lines ex: orienteering</li></ul>
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**Stamford Public Schools**  
**K – 5 Physical Education Curriculum**  
**Content Standard 3: Engaging in Physical Activity**

<b><u>Pre-Kindergarten-Kindergarten</u></b>	<b><u>Grade 1</u></b>	<b><u>Grade 2</u></b>	<b><u>Grade 3</u></b>	<b><u>Grade 4</u></b>	<b><u>Grade 5</u></b>
<ul style="list-style-type: none"> <li>▪ Plan for students to engage in periods of moderate physical activity (Jog for 3 minutes; continuous tag games for 3 minutes)</li> <li>▪ Demonstrate skills related to the body</li> <li>▪ Object manipulation</li> <li>▪ Tumbling routines</li> <li>▪ Advanced loco-motor skills</li> <li>▪ Jump Rope for Heart</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan for students to be engaged in periods of moderate physical activity (Jog for 5 minutes; continuous tag games for 5 minutes)</li> <li>▪ Identify the effects of the body during movement</li> <li>▪ Identify physical activity that can take place outside of school</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan for students to engage in longer periods of moderate to vigorous physical activity (Jog for 7 minutes; continuous tag games for 7 minutes)</li> <li>▪ Recognize body parts being used in various movements</li> <li>▪ Identify activities that you can participate in outside of school</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify physical activities that target the heart rate and major muscle groups</li> <li>▪ Identify affects of the body during movement</li> <li>▪ Identify physical activity that can take place outside the school</li> <li>▪ Participate in moderate and vigourus activity (Jog for 9 minutes; continuous tag games for 9 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prepare for the state test and continue to practice fitness skills</li> <li>▪ Experience moderate to physical activity ( Jog for 11 minutes; continuous tag games for 11 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to prepare for the grade 6 CPFA fitness test</li> <li>▪ Monitor the target heart rate while engaged in moderate to vigorous activity (Jog for 13 minutes; continuous tag games for 13 minutes)</li> <li>▪ Discuss individual lifetime sports</li> </ul>

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**Content Standard 4: Physical Fitness**

<b><u>Pre-Kindergarten-Kindergarten</u></b>	<b><u>Grade 1</u></b>	<b><u>Grade 2</u></b>	<b><u>Grade 3</u></b>	<b><u>Grade 4</u></b>	<b><u>Grade 5</u></b>
<ul style="list-style-type: none"> <li>▪ Students should understand that physiological changes take place in the body during exercise</li> <li>▪ Create healthy living posters</li> <li>▪ Physical activity log</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the relationship between activities and physical fitness components</li> <li>▪ Students understand increased physical activity leads to health benefits</li> <li>▪ Maintain a wellness log</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students should recognize and understand changes in heart rate during exercise and at rest</li> <li>▪ Identify fitness components that are related to various activities</li> <li>▪ Discuss changes in the body during and after exercise</li> <li>▪ Introduce and practice components of the fitness test</li> <li>▪ Maintain a wellness log</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify 4 of the 5 health-related components of fitness (flexibility, muscular strength and endurance, cardiovascular endurance)</li> <li>▪ Major muscle groups of the body</li> <li>▪ Identify the physiological indicators that accompany moderate to vigorous physical activity</li> <li>▪ Introduce the components of the CPFA (sit/reach, mile run, curl-up, right angle push-up)</li> <li>▪ Take the heart rate from the carotid and radial arteries and explain their significance</li> <li>▪ Maintain a wellness log focused on physical activity and health behaviors outside of school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase knowledge of 4 of the 5 health-related components of fitness (flexibility, muscular strength and endurance, cardiovascular endurance)</li> <li>▪ Recognize and identify the physiological indicators that accompany moderate to vigorous physical activity</li> <li>▪ Differentiate and explain the differences between resting heart rate and target heart rate</li> <li>▪ Calculate their target heart rate zone</li> <li>▪ Prepare for state test and continue to practice fitness skills</li> <li>▪ Identify muscle groups involved in the four components of the fitness test</li> <li>▪ Maintain a wellness log in attempt to increase the physical activity component</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognize and identify 5 health-related components of fitness (flexibility, muscular strength and endurance, cardiovascular endurance)</li> <li>▪ Relate the major muscle groups to sport specific activities</li> <li>▪ Review the calculation and application of target heart zone and target heart rate for fitness activities</li> <li>▪ Use results from the grade 4 CPFA test to set future personal fitness goals</li> <li>▪ Discuss nutrition in regards to maintaining the wellness log</li> </ul>

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**Content Standard 5: Responsible Behavior**

<b><u>Pre-Kindergarten-Kindergarten</u></b>	<b><u>Grade 1</u></b>	<b><u>Grade 2</u></b>	<b><u>Grade 3</u></b>	<b><u>Grade 4</u></b>	<b><u>Grade 5</u></b>
<ul style="list-style-type: none"> <li>▪ Follow game rules when playing with others</li> <li>▪ Follow safety rules when playing with others</li> <li>▪ Respect peers, teachers and community</li> <li>▪ Care for and use equipment properly</li> <li>▪ Basic conflict resolution skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow game rules when playing with others</li> <li>▪ Follow safety rules when playing with others</li> <li>▪ Respect peers and teachers</li> <li>▪ Care for and use equipment properly</li> <li>▪ Sportsmanship</li> <li>▪ Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow game rules when playing with others</li> <li>▪ Follow safety rules when playing with others</li> <li>▪ Respect peers and teachers</li> <li>▪ Care for and use equipment properly</li> <li>▪ Independent physical activity</li> <li>▪ Cooperative physical activity</li> <li>▪ Sportsmanship</li> <li>▪ Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow game rules when playing with others</li> <li>▪ Follow safety rules when playing with others</li> <li>▪ Demonstrate respect for peers and teachers</li> <li>▪ Care for and use equipment properly</li> <li>▪ Demonstrate peaceful conflict resolution</li> <li>▪ Consider consequences when confronted with a behavior choice</li> <li>▪ Show sensitivity to the strengths and weaknesses of others in group activities</li> <li>▪ Identify basic strategies needed to solve cooperative game strategies</li> <li>▪ Understand and make use of peer assessment</li> <li>▪ Conflict resolution</li> <li>▪ Respect personal space of others while moving during an activity</li> <li>▪ Respect decisions made by others in activity concerning rules, procedures, and process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow game rules when playing with others</li> <li>▪ Follow safety rules when playing with others</li> <li>▪ Demonstrate respect for peers and teachers</li> <li>▪ Care for and use equipment properly</li> <li>▪ Demonstrate peaceful conflict resolution</li> <li>▪ Consider consequences when confronted with a behavior choice</li> <li>▪ Show sensitivity to the strengths and weaknesses of others</li> <li>▪ Identify basic strategies needed to solve cooperative game strategies</li> <li>▪ Understand and make use of peer assessment</li> <li>▪ Conflict resolution</li> <li>▪ Respect personal space of others while moving during modified games</li> <li>▪ Respect decisions made by others in activity concerning rules, procedures, and process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow game rules when playing with others</li> <li>▪ Follow safety rules when playing with others</li> <li>▪ Demonstrate respect for peers and teachers</li> <li>▪ Care for and use equipment properly</li> <li>▪ Demonstrate peaceful conflict resolution</li> <li>▪ Consider consequences when confronted with a behavior choice</li> <li>▪ Show sensitivity to the strengths and weaknesses of others</li> <li>▪ Identify basic strategies needed to solve cooperative game strategies</li> <li>▪ Understand and make use of peer assessment</li> <li>▪ Different strategies in conflict resolution</li> <li>▪ Respect personal space of others while moving during sport specific games (student responsibility for designated position on field/court)</li> <li>▪ Respect decisions made by others in activity concerning rules, procedures, and process</li> </ul>

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**Content Standard 6: Benefits of Physical Activity**

<b><u>Pre-Kindergarten-Kindergarten</u></b>	<b><u>Grade 1</u></b>	<b><u>Grade 2</u></b>	<b><u>Grade 3</u></b>	<b><u>Grade 4</u></b>	<b><u>Grade 5</u></b>
<ul style="list-style-type: none"> <li>▪ Instill in students a desire to enjoy being active</li> <li>▪ Express feelings and emotions verbally</li> <li>▪ Students identify movements that they enjoy</li> <li>▪ Take turns</li> <li>▪ Follow rules</li> <li>▪ Students identify how physical activity is beneficial</li> <li>▪ Perceived effort</li> <li>▪ Developmental skill progression</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss and have the children explain why physical activity is good for you and fun</li> <li>▪ Create an activity or movement pattern</li> <li>▪ Multiple levels of engagement</li> <li>▪ Improvement through practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss and explain why physical activity is good for you and fun</li> <li>▪ Students express themselves through physical activity</li> <li>▪ Demonstrate positive social interaction through physical activity</li> <li>▪ Recognize a personal challenge in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self expression and social interaction through physical activity</li> <li>▪ Identify personal feelings and challenges after various activities</li> <li>▪ Understand the benefits of practice and experimentation with new activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Specify which physical activities benefit the major muscle groups</li> <li>▪ Describe healthful benefits that result from regular participation in physical activity</li> <li>▪ Set personal goals to overcome challenges</li> <li>▪ Cooperative games and group challenges</li> <li>▪ Self satisfaction through new games</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe healthful benefits that result from regular participation in physical activity</li> <li>▪ Strategies in cooperative games</li> <li>▪ Personal short and long term goals</li> <li>▪ Design creative physical activity developed in a group setting</li> </ul>