

## PHYSICAL EDUCATION SCOPE AND SEQUENCE AY 25-26

I – Introduced, P – Practiced, A – Applied, M - Mastered

STRAND	STANDARDS/SKILLS (SHAPE STANDARDS)	Pre-K	KG 1	KG 2
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DEVELOPING A VARIETY OF MOTOR SKILLS</p>	<p>1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.</p>	<p>Walking (I, P) Running (I, P) Skipping (I, P) Side sliding (I, P) Hopping (I, P)</p>	<p>Walking (I, P) Running (I, P) Skipping (I, P) Side sliding (I, P) Hopping (P) Leaping (I, P)</p>	<p>Walking (P) Running (P) Skipping (P) Side sliding (P) Hopping (P) Leaping (P)</p>
	<p>1.2.3 Demonstrates transferring weight on multiple body parts.</p>	<p>Animal movements (I, P) Balance on one foot (I, P)</p>	<p>Animal movements (P) Balance on one foot (P)</p>	<p>Animal movements (M) Balance on one foot (M)</p>
	<p>1.2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.</p>	<p>Hand dribbling (I, P)</p>	<p>Hand dribbling (I, P)</p>	<p>Hand dribbling (P)</p>
	<p>1.2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks. 1.2.11 Demonstrate dribbling with feet in a variety of non-dynamic practice tasks.</p>	<p>Kicking a stationary ball (I, P)</p>	<p>Kicking a stationary ball (P) Foot dribbling (I)</p>	<p>Kicking a stationary ball (P) Foot dribbling (I, P)</p>
	<p>1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks. 1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.</p>	<p>Catching a ball (I, P) Bounce pass (I, P) Chest pass (I)</p>	<p>Catching a ball (P) Bounce pass (P) Chest pass (I, P)</p>	<p>Catching a ball (P) Bounce pass (P) Chest pass (P)</p>
	<p>1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.</p>	<p>Movement to music patterns (I, P)</p>	<p>Movement to music patterns (I, P) Choreography (I)</p>	<p>Movement to music patterns (P) Choreography (I, P)</p>
	<p>1.2.16 Demonstrates jumping rope in a non-dynamic environment.</p>		<p>Jumping rope (I)</p>	<p>Jumping rope (I)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">APPLYING KNOWLEDGE RELATED TO MOVEMENT AND FITNESS CONCEPTS</p>	<p>2.2.1 Recognizes personal space and where to move in general space.</p>	<p>Students move safely in a general space respectful of their own and personal space of others (I)</p>	<p>Students move safely in a general space respectful of their own and personal space of others (I, P)</p>	<p>Students move safely in a general space respectful of their own and personal space of others (P)</p>

	2.2.6 Identifies physical activities that contribute to fitness.	Students recognize activities such as walking, jogging, and running to be good for their health (I)	Students recognize activities such as walking, jogging, and running to be good for their health (I, P)	Students recognize activities such as walking, jogging, and running to be good for their health (I, P)
DEVELOPING SOCIAL SKILLS THROUGH MOVEMENT	3.2.1 Recognizes the feelings of others during a variety of physical activity. 3.2.2 Demonstrates ability to encourage others. 3.2.3 Uses communication skills to share space and equipment. 3.2.4 Responds appropriately to directions and feedback from the teacher.	Students learn through team activities and games how to be respectful and supportive team players and to focus on teacher's directions (I)	Students learn through team activities and games how to be respectful and supportive team players and to focus on teachers' directions (I, P)	Students learn through team activities and games how to be respectful and supportive team players and to focus on teachers' directions (I, P)
DEVELOPING PERSONAL SKILLS, IDENTIFYING PERSONAL BENEFITS OF MOVEMENT, AND CHOOSING TO ENGAGE IN PHYSICAL ACTIVITY	4.2.1 Identifies physical activities that can meet the need for self-expression. 4.2.2 Identifies physical activities that can meet the need for social interaction.	Students understand the difference between individual and team activities and how individual activities allow for self-expression while team activities allow for more social interaction (I)	Students understand the difference between individual and team activities and how individual activities allow for self-expression while team activities allow for more social interaction (I, P)	Students understand the difference between individual and team activities and how individual activities allow for self-expression while team activities allow for more social interaction (I, P)
	4.2.4 Identifies preferred physical activities based on personal interests.	Students recognize physical activities that they enjoy more than others (I)	Students recognize physical activities that they enjoy more than others (I, P)	Students recognize physical activities that they enjoy more than others (P)