The following curriculum map is part of a Gadoid collection of instructional resources for Physical Education.

| **Unit/**  **Themes** | **Fall Themes (9 weeks)** | **Fitness Themes (9 weeks)** | **Winter Themes (9 weeks)** | **Spring Themes (9 weeks)** |
| --- | --- | --- | --- | --- |
| **GSE for Physical Education** | P.E. 2.1 (a, f, g, h, n)  P.E. 2.3 (b)  P.E. 2.4 (a, b, c, d)  P.E. 2.5 (a, b, c, d, e) | P.E. 2.1 (b, d, o, p, q)  P.E. 2.2 (a, b, c)  P.E. 2.3 (a, b, c, d)  P.E. 2.4 (a, b, c, d)  P.E. 2.5 (a, b, c, d, e) | P.E. 2.1 (c, e, I, l, m)  P.E. 2.3 (b)  P.E. 2.4 (a, b, c, d)  P.E. 2.5 (a, b, c, d, e) | P.E. 2.1 (g, h, j, k)  P.E. 2.3 (b)  P.E. 2.4 (a, b, c, d)  P.E. 2.5 (a, b, c, d, e) |
| **SAMPLE Activities and Strategies** | * Tossing/Catching/Rolling * Locomotor/Non-locomotor * Chasing/Fleeing/Dodging * Playground Games * Parachute | * Fitness * Jump Rope * Dance * Scooter boards | * Tumbling * Tennis/Paddle Games | * Striking with long-handle implements * Field Day |
| **Sport Related Activities** |  |  | * Volleyball * Basketball * Gymnastics | * Soccer * Baseball |
| **Key Concepts** | Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run and jump) while demonstrating proper form with different pathways.  Demonstrates the underhand throw while using mature form (facing target, stepping with opposition, transferring weight, and following through).  Demonstrates overhand throwing techniques following teacher cues.  Catches an object at a medium level with the hands (not trapping against body).  Rolls an object/ball to a partner or target.  Actively engages in physical education.  Accepts corrective feedback from teacher.  Works cooperatively with peers to solve problems and conflicts.  Respects personal and group space (recognizes boundaries and keeps hands/feet to self).  Interacts positively with others during partner and small group activities.  Describes and identifies emotions before, during and after participating in physical activity.  Participates willing in physical activities which require learning new skills.  Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.  Recognizes the value of working cooperatively with others.  Accepts and respects differences and similarities in physical abilities in self and others. | Performs a variety of locomotor and non-locomotor skills in teacher-designed rhythmic activities.  Performs rhythmical sequences in a creative routine and in simple folk/line dance.  Turns a long rope successfully.  Jumps a self-turned rope continuously.  Jumps a long rope successfully.  Maintains personal space in a movement setting.  Uses a variety of shapes, levels, and pathways in a variety of movement settings.  Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.  Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increases heart rate and heavy breathing).  Actively engages in physical education.  Identifies physical activities that contribute to fitness in and outside of a physical education setting.  Practices the proper protocol for each Georgia Fitness Assessment component.  Accepts corrective feedback from teacher.  Works cooperatively with peers to solve problems and conflicts.  Respects personal and group space (recognizes boundaries and keeps hands/feet to self).  Interacts positively with others during partner and small group activities.  Describes and identifies emotions before, during and after participating in physical activity.  Participates willing in physical activities which require learning new skills.  Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.  Recognizes the value of working cooperatively with others.  Accepts and respects differences and similarities in physical abilities in self and others. | Performs a combination of rolling and balance skills.  Transfers weight while maintaining balance.  Dribbles a ball using the dominant hand while traveling in general space.  Consecutively volleys an object.  Consecutively strikes a variety of objects with a short-handled implement.  Actively engages in physical education.  Accepts corrective feedback from teacher.  Works cooperatively with peers to solve problems and conflicts.  Respects personal and group space (recognizes boundaries and keeps hands/feet to self).  Interacts positively with others during partner and small group activities.  Describes and identifies emotions before, during and after participating in physical activity.  Participates willing in physical activities which require learning new skills.  Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.  Recognizes the value of working cooperatively with others.  Accepts and respects differences and similarities in physical abilities in self and others. | Demonstrates overhand throwing techniques following teacher cues.  Catches an object at a medium level with the hands (not trapping against body).  Dribbles a ball with control using the feet while traveling in general space.  Kicks a moving ball using mature kicking form while traveling (keeping eye on the ball, stepping with opposite foot next to ball, contacting the ball with dominant foot, and follow through).  Actively engages in physical education.  Accepts corrective feedback from teacher.  Works cooperatively with peers to solve problems and conflicts.  Respects personal and group space (recognizes boundaries and keeps hands/feet to self).  Interacts positively with others during partner and small group activities.  Describes and identifies emotions before, during and after participating in physical activity.  Participates willing in physical activities which require learning new skills.  Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.  Recognizes the value of working cooperatively with others.  Accepts and respects differences and similarities in physical abilities in self and others. |