



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course Description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

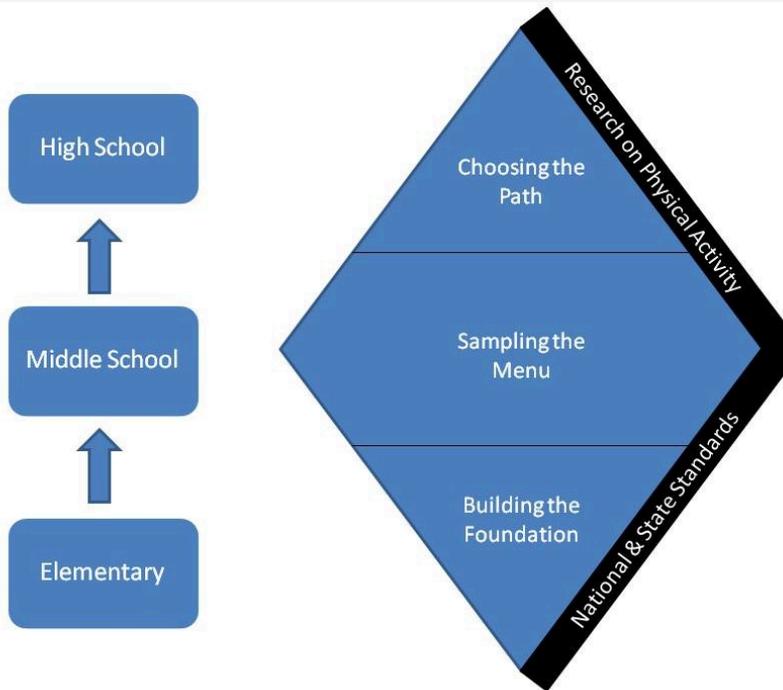
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Diamond Conceptual Framework: A K-12 Road Map for Physical Education



The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.

Choosing the Path

- Students focus on and become competent in a few activities that they enjoy and will continue to participate in their lives.

Sampling the Menu

- Students learn specialized skills and concepts in a variety of activities.

Building the Foundation

- Students begin learning the fundamental skills and concepts needed to be successful in a variety of activities.

SCS Elementary Physical Education Curriculum Map

This curriculum map has been developed and reviewed by SCS Elementary Physical Educators. The objective of the plan is to provide direction to ensure cohesion and full implementation of the Tennessee State Physical Education Standards across the district. Standards 1 and 2 are skill and activity specific and are divided into units within this plan. Standards 3-6 covers a variety of topics for both inside and outside physical education/activity. These standards include fitness, safety/procedures, as well as social/emotional wellness and should be implemented daily throughout the course of the year.

Standard 3: A physically educated person participates regularly in physical activity.

- These SPI's focus on activity outside of physical education. The teacher should support and encourage this with students throughout the year.

Standard 4: A physically educated person achieves and maintains a health enhancing level of physical fitness.

- Fitness SPI's should be incorporated into each lesson. This can be accomplished through a warm---up activity or in the overall activity.

Standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity.

- These SPI's focus on thoughts, feelings and behaviors in physical education and should be implemented and reinforced throughout the year.

Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self---expression and/or social interaction.

- These SPI's focus on enjoyment and personal value of physical education and should be implemented and reinforced throughout the year.

When implementing this curriculum map, each physical educator should strive to:

- Be actively engaged in the instructional process whether in the role of lead or assisting teacher.
- Use a variety of assessment techniques when determining mastery of the SPI's/Outcomes. This can be accomplished using a combination of formal, informal, peer, and/or self-assessment, video performances, skill rubrics or cognitive assessment measures.
- Use best practices when introducing a new skill which includes demonstrating the skill, identifying the critical elements/common mistakes, and then allowing for student practice in static situations. This process should be accompanied by timely and specific feedback.
- Use appropriate culminating activities to allow the students to combine multiple skills in game-like situations. This should allow the students to take their skill development to a higher level by allowing them to apply the skills in dynamic situations
- Use appropriate classroom management techniques in order to maximize " tasks" and strive to keep the students active for a majority of the lesson.
- This can be accomplished by minimizing wait-time, planning for smooth/efficient transitions, and creative use of equipment.
- Engage in reflective analysis of instruction and frequently collaborate with others.

What Does The Curriculum Map Contain?

EXAMPLE

| Unit of Instruction | | | | |
|--|--|--------|--|------------|
| Description | | | | |
| PreK-2 SPIs | Suggested Activities | | Resources/Connections/Assessments | |
| These are the K-2 Student Performance Indicators for the TN State PE Standards | These are the activities that are suggested to use while teaching these SPIs. | | | |
| Kindergarten Outcomes | Grade 1 Outcomes | | Grade 2 Outcomes | |
| These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target. | These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target. | | These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target. | |
| Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills | | | | |
| Cumulative Progress | Content Objectives | | Instructional Actions | |
| | Concepts | Skills | Activities/Strategies | Assessment |
| | | | | |
| Academic Vocabulary: | | | | |

| ORIENTATION | | |
|---|--|---|
| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
| <ul style="list-style-type: none"> Demonstrate an understanding of classroom rules, procedures, and safe practices Work on assigned tasks individually or with others in a productive manner | <p>1.2.9 Identify and apply safety principles in all activity situations</p> <ul style="list-style-type: none"> Apply classroom rules, procedures and safe practices within physical education and at recess Complete assigned tasks individually or with others in a productive manner | <p>Rules/procedures, playground safety, safety drills, warm-ups, line-up, discipline policy, classroom expectations, stop signals, etc.</p> |
| Kindergarten Outcomes | Grade 1 Outcomes | Grade 2 Outcomes |
| <p>These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target.</p> | <p>These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target.</p> | <p>These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target.</p> |

UNIT 1: LOCOMOTOR & NON-LOCOMOTOR MOVEMENT CONCEPTS

Unit Objectives/Enduring Understandings

Demonstrates mature form in a variety of locomotor movements and maintains a rhythmic pattern while performing a variety of locomotor and non-locomotor movements

Guiding Questions:

- Why is the development of motor skills essential during childhood?
- Why is it important to have strong muscles?
- What changes happen to my body when I am physically active?
- What does consideration for and cooperation for classmates and teachers look like in physical education class?
- Why is the development of motor skills essential during childhood?

Discussion

- Safety and comfort during activity.
- Gymnastics and the concept of balance.

Purpose of Activities

Students will participate in locomotor movement skills using different parts of their body to balance. Students will work cooperatively with their partners while working on activities.

Connections ELA

- Classifies information into categories
- Communicates ideas in a respectful manner.

Technology Implementation

Smart Board, video

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
|---|---|--|
| <p>1.2.2 Perform correctly all locomotor skills using a variety of movement concepts (directions, levels, pathways, speed, force)</p> <p>1.2.21 State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)</p> <p>2.1.1 Use concepts of body and space awareness in a variety of ways</p> | <p>Personal/general space, levels, pathways, directions, force, effort, relationships, speed, time, balance statistic and dynamic</p> | <p>Journey's p. 19</p> <p>Online :</p> <p>http://www.scsk12.org</p> <p>http://www.hpelw.weebly.com</p> <p>http://www.tennesseestandards.com</p> <p>www.tennesseeassessments.com</p> <p>www.pecentral.org</p> <p><u>Children Moving: A Reflective Approach to Teaching Physical Education</u>, George Graham, Shirley Holt-Hale, and Melissa Parker, 5th edition, Mayfield Publishing, 1998. (CM)</p> <p><u>Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment</u>, Christine J. Hopple,</p> |

UNIT 1: LOCOMOTOR & NON-LOCOMOTOR MOVEMENT CONCEPTS

| | | Human Kinetics Publishers, Inc., 1995. (<i>TFOinEPE</i>) <u>Interdisciplinary Elementary Physical Education</u> , Theresa Purcell Cone, Peter Werner, Stephen L. Cone, 2 nd edition, Human Kinetics Publishers, Inc., 2009 (<i>IEPE</i>) |
|---|---|---|
| Kindergarten Outcomes | Grade 1 Outcomes | Grade 2 Outcomes |
| <ul style="list-style-type: none"> Travel throughout general space, while using appropriate self-space Identify different levels (low, middle, high) Travel using different pathways (straight, curved, or zig-zag) Travel in general space with different speeds Move in personal space to a rhythm | <ul style="list-style-type: none"> Travel in different directions (forward, backward, sideways in and out, through, over, under) around, above, diagonal Travel demonstrating low, middle, and high levels Travel demonstrating a variety of relationships with objects (over, under, around, through) Move at fast and slow speeds Show strong and light force. The general space and Horizontal pathways for cardiovascular activities Chasing, fleeing, and dodging Cardinal directions (north, south, east, west) | <ul style="list-style-type: none"> Travel combining shapes, levels, locomotor skills, and pathways in general space, personal space and large group activities. Cardinal direction, locomotor skills, Show strong and light force. The general space Horizontal pathways for cardiovascular activities Balance, static and dynamic Move at fast and slow speeds Show strong and light force. The general space and Horizontal pathways for cardiovascular activities Chasing, fleeing, and dodging Cardinal directions (north, south, east, west) |

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

| Cumulative Progress | Content Objectives | | Instructional Actions | |
|---|--|---|--------------------------|---|
| | Concepts | Skills | Activities/Strategies | Assessment |
| <p>Explain why good sportsmanship is important and demonstrate positive behaviors during participation.</p> <p>Follow basic activity and safety rules and explain why they are important.</p> <p>Explain that practice and being healthy contribute to safe and improved performance.</p> | <p>Identifies concepts related to space, time, force, and body</p> <p>Applies concepts of space and movement control to travel in different directions without falling or bumping</p> <p>Introduction The students will be able to applies concepts of space and movement control to travel in different directions</p> | <p>Fundamental Skills Maintains a steady beat from a non-locomotor position (e.g., swing, sway, and patting thighs while seated)</p> <p>Travels using basic locomotor movements (i.e., walk, run, jump, slide, and gallop) demonstrating proper technique</p> <p>Maintains a steady beat from a non-locomotor position (e.g., swing,</p> | <p>Ball on Your Body</p> | <ul style="list-style-type: none"> Question/Discussion Skill Test Teacher Observation Peer Assessment Group Work Student Discussion |

UNIT 1: LOCOMOTOR & NON-LOCOMOTOR MOVEMENT CONCEPTS

| | | | | |
|--|--|--|--|--|
| <p>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</p> <p>2.5.4.D.2 Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p> | <p>without falling or bumping</p> <p>Safety</p> | <p>sway, and patting thighs while seated)</p> <p>Jumps and leaps a slowly moving stick or rope</p> | | |
|--|--|--|--|--|

Academic Vocabulary: shared space; travel safely

UNIT 2: SPATIAL & BODY AWARENESS

Unit Objectives/Enduring Understandings

Focus on Spatial Awareness while using Personal and General Space, Locomotor Movements using different pathways, directions and levels.

Guiding Questions

- Can you demonstrate proper space awareness by moving safely through general space?
- Are you able to demonstrate your own personal space?
- Can you increase your ability to perform locomotor movements.
- Students will be able to increase their ability to move in different pathways, direction and levels.
- **Discussion**
- Discuss the benefit of being aware of other people around you.
- Discuss how students can work together to keep a positive and safe atmosphere.

Purpose of Activities

- Students will participate in gymnastics stunts, using different parts of their body to balance.

Connections

- English Language Arts Standards: Speaking and Listening
- Mathematics: Number and Quantity
 - CCSS K.CC.1** Count to 100 by ones and by tens.
 - CCSS7.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 ,
 - CCSS K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
- Science
- Social Studies

Technology Implementation

Safety

UNIT 2: SPATIAL & BODY AWARENESS

- Students will work cooperatively with their partners on gymnastics mats to complete spatial activities.
- Students will understand the safety reasons for personal space.

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
|---|---|--|
| <ul style="list-style-type: none"> Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play Students will learn to identify body parts and demonstrate safe movement to personal and general space. Student will be able to travel in different directions and pathways. Students will review and practice the concepts of body and spatial awareness. Students will transfer learning to perform a more advanced level of activities/games. | <ul style="list-style-type: none"> Discuss locations of objects and where to find them Make objects closer or further away and compare the relationship of the distance between several objects “Robot Game”: directions are given to turn right, left or stop “Simon Says” “Freeze” students to stop; “Red Light” students to stop; “Yellow Light” students to slow down; “Green Light” students to go; Go over Scooter Safety – keep hands inside the handles to avoid bumps, when activity freezes scooter is to be place wheels up Space City Space Tag | <p>Professional Organizations:</p> <p>www.shapeamerica.org/ (Society of Health and Physical Educators)</p> <p>www.tahperd.us (TN Association for Health, Physical Education, Recreation, & Dance)</p> <p>National PE Standards & Performance Outcomes: www.shapeamerica.org/standards/pe/index.cfm</p> <p>TN State PE Standards: K-2nd - http://www.tn.gov/education/schoolhealth/physed/doc/k-2PEandWellnessStandards2009.pdf</p> <p>Helpful Websites:</p> <ul style="list-style-type: none"> peuniverse.com pecentral.com afterschoolpa.com shapeupamerica.org ncpe4me.com braingym.org sparkpe.org sikids.com thepresidentschallenge.org physedgames.com brainpop.com http://www.nova.edu/projectrise/pacer_manual_42309_jk.pdf (PACER Information) gonoodle.com American Heart Association (Jump Rope & Hoops for Heart) |
| Kindergarten Outcomes | Grade 1 Outcomes | Grade 2 Outcomes |
| <ul style="list-style-type: none"> Students will be able to understand personal and general space concepts. Students will be able to begin to understand the concepts | <ul style="list-style-type: none"> Students will learn to be able to coordinate their movements using control and balance. | <ul style="list-style-type: none"> Students will learn to be able to coordinate their movements using control and balance. Students will utilize body and spatial awareness principles to |

UNIT 2: SPATIAL & BODY AWARENESS

of pathways, directions, and levels.

play a variety of small and large group games/activities.

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

| Cumulative Progress | Content Objectives | | Instructional Actions | |
|--|---|---|--|--|
| | Concepts | Skills | Activities/Strategies | Assessment |
| <p>Explain why good sportsmanship is important and demonstrate positive behaviors during participation.</p> <p>Students will be able to demonstrate proper space awareness by moving safely through general space.</p> <p>Students will be able to demonstrate their personal space.</p> <p>Students will be able to increase their ability to perform locomotor movements.</p> <p>Students will be able to increase their ability to move in different pathways, directions, and levels.</p> <p>Students will be able to combine locomotor movement with specific directions or pathway</p> <p>2 or 3 students become taggers</p> <p>Explain that practice and being healthy contribute to safe and</p> | <p>Proper Mechanics of Skills Eye-Foot Coordination Balance Turning a rope</p> <p>Introduction The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end result will be the discovery of the proper mechanics of ball skills, the development of hand eye- coordination, visual tracking, and balance.</p> <p>Safety</p> <ul style="list-style-type: none"> • Make sure all balls are properly inflated • Never stand on any type of ball • Never throw or kick a ball at another student | <p>Fundamental Skills</p> <ul style="list-style-type: none"> • Introduce pathways and directions (change on signals) • Introduce shapes with body • Introduce moving body at different levels • Introduction to balance concepts • Introduction to stretching and curling • Creating shapes with body • Moving body at different levels • Balancing body • Stretching and curling concepts and sequences • Introduce movement, shape, and balance sequences • Move zigzag, curvy, bumpy road, forward, backward, sideways, right, left, low level, high level | <p>Scooter Signal Move safely around gym floor lines using hand signals</p> <p>Scooter Pathways</p> <ul style="list-style-type: none"> • Partners move using pathways from cone to cone • One student sitting on scooter while standing partner moves them as specify <p>Rod, Penny and Lightning Students are to move as stated in the movement story that is being read</p> <p>Skiing Pathways Students move (ski) in general space using different pathways</p> | <p>Question/Discussion Skill Test Teacher Observation Peer Assessment Group Work Student Discussion</p> <p>Assessment-Portfolio http://openphysed.org/</p> |

UNIT 2: SPATIAL & BODY AWARENESS

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|---|--|--|--|--|
| <p>improved performance.</p> <p>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</p> <p>2.5.4.D.2 Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p> | | | | |
|---|--|--|--|--|

Academic Vocabulary:

UNIT 3: STRIKING CONCEPTS

| | |
|--|---|
| <p>Unit Objectives/Enduring Understandings</p> <ul style="list-style-type: none"> Students will be able to understand that the proper mechanics of striking, development of eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit <p>Guiding Questions</p> <ul style="list-style-type: none"> How is hand-eye coordination important when striking? When is striking used in games and sports? What do I need to remember about using long or short handled implements when striking an object? <p>Discussion</p> <p>Safety and comfort during activity.</p> <p>Purpose of Activities</p> <ul style="list-style-type: none"> Students will participate in striking activities stunts, using different parts of their body to balance. | <p>Connections</p> <ul style="list-style-type: none"> English Language Arts Standards: Speaking and Listening Mathematics: Number and Quantity CCSS K.CC.1 Count to 100 by ones and by tens. CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 , CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. Science Social Studies <p>Technology Implementation/</p> |
|--|---|

Curriculum Map

Physical Education Pre-K – Grade 2

UNIT 3: STRIKING CONCEPTS

- Students will work cooperatively with their partners on gymnastics mats to complete balancing activities.

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments | | |
|--|---|--|--------------------------|--|
| <p>1.1.2 Receive or send an object with an implement or body part</p> <p>1.2.14 Strike an object repeatedly with a paddle or body parts</p> <p>1.2.15 Consistently strike a ball with a bat from a tee or cone using a proper grip and side orientation</p> <p>1.2.21 State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)</p> <p>2.2.2 Identify and demonstrate selected critical elements of manipulative skills</p> | <p>47-Square, paddles, rackets, bats, hockey sticks, golf clubs, 1/2 noodles, etc.</p> <p>Yum Yum Yum</p> <p>Food Is Fuel Tag</p> <p>Fuel Collector</p> <p>Shadow Ball</p> | <p>Assessment-Portfolio</p> <p>http://openphysed.org/</p> <p>Food is Fuel ReEntry Posters</p> <p>Shadow Ball Music: Sweet Georgia Brown [iTunes Link]</p> | | |
| Kindergarten Outcomes | Grade 1 Outcomes | Grade 2 Outcomes | | |
| Strike a lightweight object with a paddle/short handled racket | Strike a ball with a short- handled implement, sending it upward | <ul style="list-style-type: none"> Strike an object upward with a short-handled implement, using consecutive hits Strike a ball off a tee or cone with a bat, using correct grip and side- orientation/proper body orientation | | |
| Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills | | | | |
| Cumulative Progress | Content Objectives | | Instructional Actions | |
| | Concepts | Skills | Activities/Strategies | Assessment |
| <p>Explain why good sportsmanship is important and demonstrate positive behaviors during participation.</p> <p>Follow basic activity and safety rules and explain why they are important.</p> <p>Explain that practice and being healthy contribute to safe and improved performance.</p> | <p>Proper Mechanics of Striking Skills</p> <p>Eye-Foot Coordination</p> <p>Visual Tracking Balance</p> <p>Strikes a balloon in the air repeatedly with the hands</p> <p>Introduction</p> <p>The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end</p> | <p>Fundamental Skills</p> | <p>Ball on Your Body</p> | <p>Question/Discussion</p> <p>Skill Test</p> <p>Teacher Observation</p> <p>Peer Assessment</p> <p>Group Work</p> <p>Student Discussion</p> |

UNIT 3: STRIKING CONCEPTS

| | | | | |
|--|--|--|--|--|
| <p>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</p> | <p>result will be the discovery of the proper mechanics of ball skills, the development of hand eye-coordination, visual tracking, and balance.</p> | | | |
| <p>2.5.4.D.2 Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p> | <p>Safety</p> <ul style="list-style-type: none"> • Make sure all balls are properly inflated • Never stand on any type of ball • Never throw or kick a ball at another student | | | |

Academic Vocabulary:

UNIT 4: BASKETBALL CONCEPTS

| | |
|---|--|
| <p>Unit Objectives/Enduring Understandings</p> <p>Students will be able to understand that the proper mechanics of ball skills, development of eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is a double dribble • What is travelling? • What is dribbling? • What is passing? • What is shooting? • What is the bounce pass? • What is the chest pass? • How are hand-eye coordination and tracking important when trying to catch a ball? | <p>Purpose of Activities</p> <ul style="list-style-type: none"> • Students will participate in gymnastics stunts, using different parts of their body to balance. • Students will work cooperatively with their partners on gymnastics mats to complete balancing activities. <p>Connections</p> <ul style="list-style-type: none"> • English Language Arts Standards: Speaking and listening • Mathematics: Number and Quantity <p>CCSS K.CC.1 Count to 100 by ones and by tens.</p> <p>CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 ,</p> <p>CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> |
|---|--|

UNIT 4: BASKETBALL CONCEPTS

Discussion

- Safety and comfort during activity.
- Gymnastics and the concept of balance.

- Science
- Social Studies-

Technology Implementation/

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
|---|---|---|
| <p>1.1.2 Receive or send an object with an implement or body part</p> <ul style="list-style-type: none"> throw a ball demonstrating an overhand technique, a side orientation, and opposition catch a gently thrown ball using properly positioned hands <p>1.2.16 Continuously dribble a ball using the hands or feet without losing control of the ball or body</p> <p>1.2.21 State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)</p> <p>2.2.2 Identify and demonstrate selected critical elements of manipulative skills demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings</p> <ul style="list-style-type: none"> apply basic skills in game-like situations acquire specialized skills basic to a movement form and use those skills with a partner use knowledge of movement concepts and principles to analyze the performance of self and others identify and implement the concepts of offensive and defensive strategies in a controlled game-like environment | <p>Following The Leader</p> <p>Tag, You Are It</p> <p>Relay Time</p> <p>3-Catch Basketball?</p> <p>Hoop It Up</p> <p>Sponge Bob Basketball</p> <p>Counting to Ten Basketball Game</p> <p>Treasure Island</p> <p>Danger Zone</p> | <p>Assessment-Portfolio</p> <p>Resources</p> <p>http://www.sparkpe.org/blog/pe-lesson-plan-basketball/</p> <p>http://www.sparkpe.org/blog/early-childhood-pe-what-do-our-lesson-plans-teach/</p> <p>http://www.mrgym.com/SportsGames/SpongeBob.htm</p> <p>http://www.math-play.com/math-basketball.html</p> <p><u>Multicultural Games</u>, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG)</p> <p><u>Games for the Whole Child – Social, Emotional, Cognitive, Physical</u>, Brian Barrett, Human Kinetics Publishers, Inc., 2005. (GWC)</p> <p>Dynamic Physical Education for Elementary School Children – 15th Edition(2006). Pangrazi, Robert P.Benjamin-Cummings Publishing Co.</p> <p>National Association for Sport and Physical Education. (2004). <u>Moving Into the Future: National Standards for Physical Education (2nd edition)</u>, Reston, VA: Author. (M into F)</p> <p><u>Practices: K-12 Physical Education</u>. Reston, VA: Author. (PIPEline Workshop)</p> |

Curriculum Map

Physical Education Pre-K – Grade 2

UNIT 4: BASKETBALL CONCEPTS

| Kindergarten Outcomes | Grade 1 Outcomes | Grade 2 Outcomes |
|--|---|--|
| <p>Dribble a ball with one hand, attempting the second contact</p> <p>Rules</p> <ul style="list-style-type: none"> • Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop) • Travelling - To walk or run illegally while holding the ball | <p>Dribble continuously in self-space using their dominant hand</p> <p>Rules</p> <ul style="list-style-type: none"> • Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop) • Travelling - To walk or run illegally while holding the ball | <p>Dribble in self-space with preferred hand using a mature pattern</p> <p>Dribble with preferred hand while travelling in general space</p> <p>Rules</p> <ul style="list-style-type: none"> • Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop) • Travelling - To walk or run illegally while holding the ball |

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

| Cumulative Progress | Content Objectives | | Instructional Actions | |
|---|---|--|--|---|
| | Concepts | Skills | Activities/Strategies | Assessment |
| <p>Explain why good sportsmanship is important and demonstrate positive behaviors during participation.</p> <p>Follow basic activity and safety rules and explain why they are important.</p> <p>Explain that practice and being healthy contribute to safe and improved performance.</p> | <p>Proper Mechanics of Ball Skills</p> <p>Eye-Hand Coordination Visual Tracking Balance</p> <p>Introduction</p> <p>The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end result will be the discovery of the proper mechanics of ball skills, the</p> | <ul style="list-style-type: none"> • Balancing • Bouncing • Catching • Kicking • Passing • Punching • Twisting • Spinning • Throwing • Pushing | <p>Ball on Your Body</p> <ul style="list-style-type: none"> • Balancing • Bouncing • Pushing • Catching • Spinning • Kicking • Throwing • Passing • Punching • Throwing • Catching • Bouncing and catching | <ul style="list-style-type: none"> • Question/Discussion • Skill Test • Teacher Observation Peer Assessment Group Work • Student Discussion |

UNIT 4: BASKETBALL CONCEPTS

| | | | | |
|--|---|---|---|--|
| <p>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</p> <p>2.5.4.D.2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p> | <p>development of hand eye-coordination, visual tracking, and balance.</p> <p>Safety Make sure all balls are properly inflated Never stand on any type of ball Never throw or kick a ball at another student</p> | <p>Fundamental Skills</p> <ul style="list-style-type: none"> • Balancing • Punching • Bouncing • Pushing • Catching • Spinning • Kicking • Passing | <ul style="list-style-type: none"> • Ball movement with partner • Obstacle Course | |
|--|---|---|---|--|

Academic Vocabulary: Dribbling, Passing, Shooting, Bounce Pass, Chest Pass, Traveling, Double Dribble,

UNIT 5: EDUCATIONAL GYMNASTICS

| | |
|---|---|
| <p>Unit Objectives/Enduring Understandings</p> <ul style="list-style-type: none"> • Activities that allow the child to self-test or create movements that defy gravity to enhance components such as flexibility, balance coordination, and strength. • Taught in a non-competitive manner, with emphasis placed upon the success and skills achievable by each individual student. <p>Guiding Questions:</p> <ul style="list-style-type: none"> • Have you ever heard the word gymnastics? • Who can explain what it is? • Have you seen gymnastics on TV? • Have you participated in a gymnastics class? • What kind of things do you learn in gymnastics? • You've got the right idea, today we are going to explore different types of balance activities | <p>Purpose of Activities</p> <ul style="list-style-type: none"> • Students will participate in gymnastics stunts, using different parts of their body to balance. • Students will work cooperatively with their partners on gymnastics mats to complete balancing activities. <p>Connections</p> <ul style="list-style-type: none"> • English Language Arts Standards: Speaking and Listening Create a routine Listening, Viewing and Responding Presenting, providing feedback and reflections • Math :<i>axis</i> • Science <i>Gravity, Fulcrum, Lever, energy action, reaction, force</i> |
|---|---|

UNIT 5: EDUCATIONAL GYMNASTICS

| | |
|---|--|
| <p>used in gymnastics called stunts.</p> <ul style="list-style-type: none"> • What does balance mean? <p>Discussion</p> <ul style="list-style-type: none"> • Safety and comfort during activity. • Gymnastics and the concept of balance. | <ul style="list-style-type: none"> • Social Studies <p>Technology Implementation</p> |
|---|--|

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
|---|--|---|
| <p>.1.3 Balance or transfer weight from one body part to another</p> <ul style="list-style-type: none"> • Perform a movement sequence using a variety of body parts which combine the skills of balancing and weight transfer • Roll smoothly in a forward direction without stopping or hesitating, with the head tucked, rolling up to the feet • Balance, demonstrating momentary stillness in symmetrical and non7 symmetrical shapes, on a variety of body parts • Move feet into medium/high level by placing weight on the hands and landing with control • State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment) <p>2.2.3 Maintain momentary stillness bearing weight on a variety of body parts</p> | <p>Stations, individual & partner balances, basic rolls, base of support. (e.g.)</p> <ul style="list-style-type: none"> • Stork Stand • Airplane • Finger Touch • Log Roll • 180 and 360 Jumps • Air Chair • V-Stand • Double Stand Back-To-Back | <ul style="list-style-type: none"> • <u>Station Games</u>, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. (SG) • <u>Fitness Fun 85 Games and Activities for Children</u>, Emily r. foster, Karyn Hartinger, Katherine A. Smith, Human Kinetics Publishers Inc., 1992. (FFIT) • <u>Multicultural Games</u>, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG) • <u>Games for the Whole Child – Social, Emotional, Cognitive, Physical</u>, Brian Barrett, Human Kinetics Publishers, Inc., 2005. (GWC) • <u>Great Games for Young People</u>, Marilee A. Gustafson, sue K. Wolfe, Cheryl L. King, Human Kinetics Publishers, Inc., 1991. (GGYP) • National Association for Sport and Physical Education. (2004). <u>Moving Into the Future: National Standards for Physical Education (2nd edition)</u>, Reston, VA: Author. (M into F) • <u>Practices: K-12 Physical Education</u>. Reston, VA: Author. (PIPEline Workshop) <p>Non Traditional Gymnastics</p> <ul style="list-style-type: none"> • http://www.geocities.com/colosseum/stadium/7261/ Educational Gymnastics/Balancing/Stunts • http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6263 |

UNIT 5: EDUCATIONAL GYMNASTICS

| | | <p>Assessments</p> <p>Peer Assessment Rubric</p> <p>Students discuss in partnerships</p> <p>What was your favorite balance stunt today and why? *What was important during the partner balance stunts? *To maintain a balance what were some techniques you used so you wouldn't fall down?</p> |
|---|--|--|
| Kindergarten Outcomes | Grade 1 Outcomes | Grade 2 Outcomes |
| <ul style="list-style-type: none"> Maintain momentary stillness on different bases of support Form wide, narrow, curled, and twisted body shapes Roll sideways in a narrow body shape (i.e., log roll) Perform jumping/landing actions with balance Transfer of weight | <ul style="list-style-type: none"> Maintain stillness on different bases of support with different body shapes Transfer weight from one body part to another in self-space in an gymnastics environment Roll with either a narrow or curled body shape (e.g., log roll, egg roll) | <ul style="list-style-type: none"> Balance on different bases of support, combining levels and shapes Transfer weight from feet to different body parts or bases of support for balance or travel (i.e., animal movements – static or dynamic) Roll in different directions with either a narrow or curled body shape (e.g. log roll, egg roll) |

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

| Cumulative Progress | Content Objectives | | Instructional Actions | |
|---|---|---|---|---|
| | Concepts | Skills | Activities/Strategies | Assessment |
| <p>Explain why good sportsmanship is important and demonstrate positive behaviors during participation.</p> <p>Follow basic activity and safety rules and explain why they are important.</p> <p>Explain that practice and being healthy contribute to safe and improved performance.</p> | <p>Proper Mechanics of Kicking Skills</p> <p>Eye-Foot Coordination Visual Tracking Balance</p> <p>Introduction</p> <p>The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end result will be the discovery of the</p> | <p>Fundamental Skills</p> <ul style="list-style-type: none"> Balancing Punching Bouncing Pushing Catching Spinning Kicking Passing | <p>Ball on Your Body</p> <ul style="list-style-type: none"> Balancing Bouncing Pushing Catching Spinning Kicking Passing with Partner Obstacle Course | <ul style="list-style-type: none"> Question/Discussion Skill Test Teacher Observation Peer Assessment Group Work Student Discussion |

UNIT 5: EDUCATIONAL GYMNASTICS

| | | | | |
|--|---|--|--|--|
| <p>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</p> <p>2.5.4.D.2 Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p> | <p>proper mechanics of ball skills, the development of hand eye- coordination, visual tracking, and balance.</p> <p>Safety Make sure all balls are properly inflated Never stand on any type of ball Never throw or kick a ball at another student</p> | | | |
| <p>Academic Vocabulary: strength, flexibility, balance, endurance, kinesthetic, agility, self-discipline, coordination, self-confidence, traveling, rolling, backward roll, shoulder roll ,tripod diving, forward roll, cartwheel, modified tripod, transfer, curl, Jumps, leaps, turns, twists and log roll</p> | | | | |

UNIT 6: KICKING & TRAPPING

| | |
|--|---|
| <p>Unit Objectives/Enduring Understandings Students will be able to understand that the proper mechanics of ball skills, development of eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is a double dribble • What is travelling? • What is dribbling? • What is passing? • What is shooting? • What is the bounce pass? | <p>Purpose of Activities</p> <ul style="list-style-type: none"> • Students will participate in gymnastics stunts, using different parts of their body to balance. • Students will work cooperatively with their partners on gymnastics mats to complete balancing activities. <p>Connections</p> <ul style="list-style-type: none"> • English Language Arts Standards: Speaking and listening • Mathematics: Number and Quantity CCSS K.CC.1 Count to 100 by ones and by tens. CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 , |
|--|---|

UNIT 6: KICKING & TRAPPING

- What is the chest pass?
- How are hand-eye coordination and tracking important when trying to catch a ball?

Discussion

- Safety and comfort during activity.
- Gymnastics and the concept of balance.

CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

- Science
- Social Studies-

Technology Implementation/

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
|---|---|---|
| <p>1.2 Receive or send an object with an implement manipulative skills in structured settings</p> <p>1.2.1 Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected or body part</p> <p>1.2.11 Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground</p> <p>1.2.3 Acquire specialized skills basic to a movement form and use those skills with a partner</p> <p>1.2.21 State and demonstrate guidelines and behaviors for basic safety principles in physical</p> <p>2.2.2 Identify and demonstrate selected critical skill</p> | <p>Individual & partner task & challenges, dribbling, trapping, passing, kicking, large group activities, Soggi, kickball activities, hackysacks, etc.</p> <ul style="list-style-type: none"> • Hungry Hungry Students! • Soccer (Dribbling, Passing, Shooting) <p>Dribble Dash</p> | <p>Assessment-Portfolio</p> <p>Books:</p> <ul style="list-style-type: none"> • <u>Children Moving: A Reflective Approach to Teaching Physical Education</u>, George Graham, Shirley Holt-Hale, and Melissa Parker, 5th edition, Mayfield Publishing, 1998. (CM) • <u>Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment</u>, Christine J. Hopple, Human Kinetics Publishers, Inc., 1995. (TFOinEPE) • Mape with Pleasure 4 Teacher's Manual 1st Ed. 2001 • Developmental Physical Education for All Children <p>www.shakinthesouthland.com/.../offensive-line-blocking-traps-and-quic...</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7927#.VjJS01ngUM</p> <p>Connections: Related KidsHealth Links</p> <p>CLIP Articles for Kids:</p> <p>How to Be a Good Sport</p> <p>KidsHealth.org/kid/feeling/emotion/good_sport.html</p> <p>KidsHealth.org/kid/feeling/school/cheating.html</p> <p>Taking Charge of Anger</p> <p>KidsHealth.org/kid/feeling/emotion/anger.html</p> |

Curriculum Map

Physical Education Pre-K – Grade 2

UNIT 6: KICKING & TRAPPING

| Kindergarten Outcomes | Grade 1 Outcomes | Grade 2 Outcomes |
|---|---|--|
| <ul style="list-style-type: none"> Kick a stationary ball from a stationary position using an emerging pattern Tap a ball using the inside/outside of the foot sending it forward | <ul style="list-style-type: none"> Approach a stationary ball and kick it forward using an emerging pattern Dribble a ball using the inside/outside of the foot while walking in general space Trap a ball using an emerging pattern | <ul style="list-style-type: none"> Use a continuous running approach and kick a moving ball using an emerging pattern Dribble with the feet in general space with control of the ball and body |

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

| Cumulative Progress | Content Objectives | | Instructional Actions | |
|--|---|---|---|---|
| | Concepts | Skills | Activities/Strategies | Assessment |
| <p>Explain why good sportsmanship is important and demonstrate positive behaviors during participation.</p> <p>Follow basic activity and safety rules and explain why they are important.</p> <p>Explain that practice and being healthy contribute to safe and improved performance.</p> <p>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</p> <p>2.5.4.D.2 Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p> | <p>Proper Mechanics of Kicking Skills</p> <p>Eye-Foot Coordination Visual Tracking Balance</p> <p>Introduction</p> <p>The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end result will be the discovery of the proper mechanics of ball skills, the development of hand eye-coordination, visual tracking, and balance.</p> <p>Safety</p> <ul style="list-style-type: none"> Make sure all balls are properly inflated Never stand on any type of ball Never throw or kick a ball at another student | <p>Fundamental Skills</p> <ul style="list-style-type: none"> Balancing Punching Bouncing Pushing Catching Spinning Kicking Passing | <p>Ball on Your Body</p> <ul style="list-style-type: none"> Balancing Bouncing Pushing Catching Spinning Kicking Passing with Partner Obstacle Course | <ul style="list-style-type: none"> Question/Discussion Skill Test Teacher Observation Peer Assessment Group Work Student Discussion |

UNIT 6: KICKING & TRAPPING

| | | | | |
|----------------------|--|--|--|--|
| | | | | |
| Academic Vocabulary: | | | | |

UNIT 7: THROWING & CATCHING

Unit Objectives/Enduring Understandings

Students will be able to understand that the proper mechanics of throwing and catching various types of balls, develop eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit

Guiding Questions

How are hand-eye coordination and tracking important when trying to catch or throw a ball?

Discussion

- Students will know the and remember the 5 steps of throwing
- Students will use the 2 c's to catch the ball
- Students will use their skills in game play settings

Connections

- English Language Arts Standards: Speaking and listening
- Mathematics: Number and Quantity
 - CCSS K.CC.1** Count to 100 by ones and by tens.
 - CCSS7.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20
 - CCSS K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - Throwing while multiplying
 - Reinforce the concept of odd and even numbers by using over- and underhand throws.
 - Integrate the skills of throwing and catching with the academic concepts of addition and subtraction.

UNIT 7: THROWING & CATCHING

Purpose of Activities

Throwing and catching is evident in majority of physical activities. It is important for students to learn how to throw and catch correctly with the proper steps. In order to throw for power and accuracy students must have correct form.

- Science
- Social Studies

Technology Implementation/Video recorder, IPAD,

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
|--|---|---|
| <p>Drops a ball and catches it before it bounces twice. (S1.E16.Ka)</p> <p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p> <p>Catches a soft object from a self-toss before it bounces. (S1.E16.1a)</p> <p>Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)</p> <p>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</p> <p>Throws overhand, demonstrating the critical elements of a mature pattern. (S1.E14.2)</p> <p>Throws underhand with opposite foot forward. (S1.E13.K)</p> <p>Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1)</p> <p>Throws underhand using a mature pattern. (S1.E13.2)</p> | <ul style="list-style-type: none"> • Two Pass Catching • Hot Potato Tag • Throw and Catch Medley • 6 and Switch with partner • Sink the Ship (Battleship) - all grades enjoy this game • Throwing Multiplied • Throwing the odds and evens • Throw and Catch Math Integration | <ul style="list-style-type: none"> • <u>Station Games</u>, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. (SG) • <u>Fitness Fun 85 Games and Activities for Children</u>, Emily r. foster, Karyn Hartinger, Katherine A. Smith, Human Kinetics Publishers Inc., 1992. (FFIT) • <u>Multicultural Games</u>, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG) • <u>Games for the Whole Child – Social, Emotional, Cognitive, Physical</u>, Brian Barrett, Human Kinetics Publishers, Inc., 2005. (GWC) • <u>Great Games for Young People</u>, Marilee A. Gustafson, sue K. Wolfe, Cheryl L. King, Human Kinetics Publishers, Inc., 1991. (GGYP) • National Association for Sport and Physical Education. (2004). <u>Moving Into the Future: National Standards for Physical Education (2nd edition)</u>, Reston, VA: Author. (M into F) • <u>Practices: K-12 Physical Education</u>. Reston, VA: Author. (PIPEline Workshop) • http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10271#.VIOGn9KrTs0 • http://www.pecentral.org/lessonideas/searchresults.asp?category=55 <p>Assessments</p> <p>Peer Assessment</p> <p>Rubric</p> |

UNIT 7: THROWING & CATCHING

| | | Students discuss in partnerships |
|---|---|--|
| Kindergarten Outcomes | Grade 1 Outcomes | Grade 2 Outcomes |
| <ul style="list-style-type: none"> Kick a stationary ball from a stationary position using an emerging pattern Tap a ball using the inside/outside of the foot sending it forward <p>Overhead Throwing <i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p> <p>Underhand Throw Throws underhand with opposite foot forward. (S1.E13.K)</p> | <p>Overhead Throwing Developmentally appropriate/emerging outcomes first appear in Grade 2.</p> <p>Underhand Throw Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1)</p> | <ul style="list-style-type: none"> Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2) Throws underhand using a mature pattern. (S1.E13.2) |

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

| Cumulative Progress | Content Objectives | | Instructional Actions | |
|--|--|--|--|---|
| | Concepts | Skills | Activities/Strategies | Assessment |
| <p>Students will review the steps of throwing a ball</p> <p>Students will begin to try and throw for accuracy</p> <p>Students will practice throwing with different shaped balls</p> | <p>Proper Mechanics of Kicking Skills</p> <ul style="list-style-type: none"> Throwing yarn balls Bean bags Frisbees Backhand Flick foam footballs | <p>Fundamental Skills</p> <ul style="list-style-type: none"> Balancing throwing Tick, Step, Tock Stance (side facing or front facing the target) Touch (use one hand only on the ball) | <ul style="list-style-type: none"> Cereal-Box Knockdown Beat Your Record Around the World in Your Shoes Bounce Back Ring A Leg Freezamania | <ul style="list-style-type: none"> Question/Discussion Skill Test Teacher Observation Peer Assessment Group Work Student Discussion |

UNIT 7: THROWING & CATCHING

| | | | | |
|--|---|--|--|--|
| <p>Students will be able catch from different distances</p> <p>Students will be able to catch different shaped balls</p> | <p>Throwing and catching with a partner</p> <ul style="list-style-type: none"> • Eye-Foot Coordination Visual Tracking Balance • Throws underhand demonstrating opposition and follow-through <p>Introduction</p> <ul style="list-style-type: none"> • Throwing and catching is a very important movement skill for children of younger ages. • Throwing and catching helps students progress in other motor skills. • Since this will be a review of a first grade unit, students are expected to further their understanding. <p>Safety</p> <ul style="list-style-type: none"> • Explain that practice and being healthy contribute to safe and improved performance. • Make sure all balls are properly inflated • Never stand on any type of ball • Never throw or kick a ball at another student | <ul style="list-style-type: none"> • Arm (throwing arm should be bent like a letter "L" & serving arm straight) • Release (what happens when we let go of the ball or it leaves the hand) • Step (step with the opposite foot) | | |
|--|---|--|--|--|

Academic Vocabulary: Step & Throw, ready position, opposite, serving, mechanics, throw, catch, Toss

UNIT 8: RHYTHM & DANCE ACTIVITIES

Unit Objectives/Enduring Understandings

The students will perform both non-locomotor and locomotor movements, while exploring the spatial, rhythmical and dynamic components of educational dance.

Guiding Questions:

- How can I use my body to be creative, rhythmical way to communicate a have fun?
- How can I use non-locomotor movements in a rhythmical manner?
- What effect do rhythmical movements have on my body's health?

Discussion

- Safety and comfort during activity.
- Rhythm and the concepts of moving in space
- Can students learn the designed dances?
- Can students move on the beat and dance to the tempo?

Connections

- English Language Arts Standards: Speaking and Listening
During daily lessons, letter/phonics will be integrated into every lesson. Students will associate letter/works with the activities of the lesson. This learning opportunity is part of the elementary experience
- Mathematics: Number and Quantity
CCSS K.CC.1 Count to 100 by ones and by tens.
CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20,
CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- Science: Force, balance and speed
- Social Studies: Civics

UNIT 8: RHYTHM & DANCE ACTIVITIES

Purpose of Activities

- The students will create and perform movement patterns, using various movements and props. (1, 2)
- The students will use movements as a means of self-expression and communication (1, 2, 6) (H4)
- The students will recognize the impact that these activities have on the body.

I Can Statement: I can travel safely at different speeds, levels and pathways.

Technology Implementation

<http://www.sparkpe.org/wp-content/uploads/Curriculum-OF.pdf>, IPAD Mini,

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
|--|---|---|
| <p>1.1.4 Perform a simple movement pattern using rhythmic activities</p> <ul style="list-style-type: none"> • demonstrate the role of body movement in the expression of feelings and ideas • understand the role of rhythmic activities in social development • create a simple three part movement sequence • participate in a wide variety of rhythmic activities that • involve locomotion, non-locomotion, and the • manipulation of various objects • demonstrate the relationship between body movement and rhythmic accompaniment <p>2.1.5 Recognize the concept of time in response to rhythmic accompaniment</p> <ul style="list-style-type: none"> • use movement concepts for the purpose of expression • use the concept of time in response to rhythmic accompaniment | <p>Line dances, square dancing, popular dances, creative dances, folk dance, lummi sticks, Cup Rhythm Routine, rhythm activities, tinkling, circle dances, follow the leader dances, Wii activities, partner/small group dances</p> <p>Act out stories to music or interpret a piece of music through movement. The teacher can guide the class with cues, such as “How would a bunny move to this music?”, or “Show me how you would move to this music in snowshoes”.</p> <p>Lummi Stick Macarena http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5262#.VjfadFIngUM</p> <p>The Old Brass Wagon Hoop Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1296#.VjfatlIngUM</p> <p>This Land is Your Land Shaker Routine http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3309#.Vjfa7FIngUM</p> | <p>Self-Evaluation/Reflection: Look at video tape of class performance and identify: one time I moved safely; and one thing I noticed about myself.</p> <p>Student Performance: Create a movement sequence to music using combinations of previously learned locomotor skills.</p> <p>Peer Evaluation: Video tape the class doing an activity which requires movement to music or rhythm with partners and within a large group.</p> <p>View the tape and identify: someone who did not bump into anyone during the activity; people who found partners quickly; someone who moved well to the music; and someone who looked happy.</p> <p>Teacher Observation Ready-to-Use P.E. Activities for Grades K-2, pp. 78-102. www.pecentral.org/lessonideas/searchresults.asp?category=56</p> |
| <p>Kindergarten Outcomes</p> | <p>Grade 1 Outcomes</p> | <p>Grade 2 Outcomes</p> |

UNIT 8: RHYTHM & DANCE ACTIVITIES

| | | |
|---|--|---|
| <ul style="list-style-type: none"> Participate in teacher led rhythmic activity Perform locomotor skills to music | <ul style="list-style-type: none"> Use creative dance movements with combinations of locomotor, non-locomotor, and movement concepts Participate in teacher led dance/rhythmic activity Perform locomotor skills to music | <ul style="list-style-type: none"> Participate in teacher or student led rhythmic activity Perf Students will learn and remember the presented songs Students will apply the correct dance moves at the correct tempo and beat Students will be able develop class community form locomotor skills to music |
|---|--|---|

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

| Cumulative Progress | Content Objectives | | Instructional Actions | |
|---|---|---|---|--|
| | Concepts | Skills | Activities/Strategies | Assessment |
| <ul style="list-style-type: none"> Explain why good sportsmanship is important and demonstrate positive behaviors during participation. Follow basic activity and safety rules and explain why they are important. Students will learn and remember the presented songs Students will apply the correct dance moves at the correct tempo and beat. Students will be able develop class community | <ul style="list-style-type: none"> Proper Mechanics of Eye-Foot Coordination Visual Tracking Balance <p>Introduction Dancing helps students in variety of different aspects in education. Dancing test students' memory while allowing them to develop rhythm and tempo. Dancing also develops class community by having the students perform the same dance</p> <p>Safety</p> <ul style="list-style-type: none"> State and demonstrate guidelines and behaviors for basic safety principles in physical education | <p>Fundamental Skills</p> <ul style="list-style-type: none"> Balance Movements to Music Jumping Galloping Skipping Hopping Walking Jogging Spinning Simple Dances, Patterns Sliding | <ul style="list-style-type: none"> Peacock Feathers Beanbags Octopus Creatures Juggling Scarves Hoppity Hops Locomotor "Sneaking" - Tip Toes "Flying" "Swimming" "Climbing" "Bicycle Pedaling" Hokey Pokey Monster Mash Alley Cat Peppermint Twist YMCA Hamster Dance Tony Chestnut In the Hoop, Musical Hoops Zooming Zebras, Scarves | <ul style="list-style-type: none"> Question/Discussion Skill Test Assessment Group Work Pre and Post Skill Assessment Rubrics Teacher Observation Conferencing Product/Performances Peer Observation Self-Analysis Student-led Peer Portfolio Oral and/or Cognitive Quizzes <p>Portfolio GLADIS*</p> |

UNIT 8: RHYTHM & DANCE ACTIVITIES

| | | | | |
|--|---|--|--|--|
| | <p>(implements, small and large equipment, environment)</p> <ul style="list-style-type: none"> • Safety - Work in your own space, move in the same direction • Safety – Look where you are going, make room for your classmates | | | |
|--|---|--|--|--|

Academic Vocabulary: Beat, Tempo, Rhythm, Dance, Patterns, Balance, Community

UNIT 9: VOLLEYING CONCEPTS

| | |
|---|--|
| <p>Unit Objectives/Enduring Understandings Students will be able to understand that the proper mechanics of ball skills, development of eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit</p> <p>Guiding Questions:</p> <p>Discussion</p> <ul style="list-style-type: none"> • Safety and comfort during activity. • Gymnastics and the concept of balance. <p>Purpose of Activities</p> <ul style="list-style-type: none"> • Students will participate in gymnastics stunts, using different parts of their body to balance. • Students will work cooperatively with their partners on gymnastics mats to complete | <p>Connections</p> <ul style="list-style-type: none"> • English Language Arts Standards >> Speaking and listening • Mathematics >> Number and Quantity <p>CCSS K.CC.1 Count to 100 by ones and by tens.</p> <p>CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 ,</p> <p>CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> • Science • Social Studies- |
|---|--|

UNIT 9: VOLLEYING CONCEPTS

| balancing activities. | | Technology Implementation/ | | |
|---|--|--|---|--|
| PreK-2 SPIs | Suggested Activities | | Resources/Connections/Assessments | |
| <p>1.1.2 Receive or send an object with an implement or body part</p> <p>1.2.14 Strike an object repeatedly with a paddle or body parts</p> <p>1.2.21 State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)</p> <p>2.2.2 Identify and demonstrate selected critical elements of manipulative skills</p> | Individual and partner tasks & challenges, small and large group activities, modified volleyball (using balloons, beach balls, & volley balls) | | <ul style="list-style-type: none"> Bailey, Guy. The Ultimate Sport Lead-Up Game Book. Camas, Washington: Educators Press, 2000. Basketball Chicken Fights. n.d., (March 11, 2012). Bennett, John and Pamela Riemer. Rhythmic Activities and Dance, 2d ed. Champaign, Illinois: Human Kinetics, 2006. Brief History of Golf. Tourcanada, May 29, 2008, (March 11, 2012). Cernicky, Gerry. —Hockey Activities. n.d., (October 7, 2011). <p>Assessments</p> <ul style="list-style-type: none"> Group Work Pre and Post Skill Assessment Rubrics Teacher Observation Conferencing Product/Performa Peer Observation Self-Analysis Student-led Peer Portfolio Oral and/or Cognitive Quizzes | |
| Kindergarten Outcomes | Grade 1 Outcomes | | Grade 2 Outcomes | |
| Volley a lightweight object (balloon), sending it upward | Volley an object with an open palm, sending it upward | | Volley an object upward with consecutive hits | |
| Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills | | | | |
| Cumulative Progress | Content Objectives | | Instructional Actions | |
| | Concepts | Skills | Activities/Strategies | Assessment |
| Explain why good sportsmanship is important and demonstrate positive behaviors during participation. | <p>Proper Mechanics of Kicking Skills</p> <ul style="list-style-type: none"> Eye-Foot Coordination Visual Tracking Balance | <p>Fundamental Skills</p> <ul style="list-style-type: none"> Balancing Catching | <p>Ball on Your Body</p> <ul style="list-style-type: none"> Control and pass beach balls while standing still and while | <ul style="list-style-type: none"> Group Work Pre and Post Skill Assessment Rubrics |

UNIT 9: VOLLEYING CONCEPTS

| | | | | |
|--|--|--|---|--|
| <p>Follow basic activity and safety rules and explain why they are important.</p> <p>Explain that practice and being healthy contribute to safe and improved performance.</p> <p>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</p> <p>2.5.4.D.2 Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p> | <ul style="list-style-type: none"> • Throws underhand demonstrating opposition and follow-through <p>Introduction</p> <p>The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end result will be the discovery of the proper mechanics of ball skills, the development of hand eye- coordination, visual tracking, and balance.</p> <p>Safety</p> <ul style="list-style-type: none"> • Make sure all balls are properly inflated • Never stand on any type of ball • Never throw or kick a ball at another student | <ul style="list-style-type: none"> • Passing • Overhead Pass • Forearm Pass | <p>moving</p> <ul style="list-style-type: none"> • Demonstrate basic forearm pass skill • Overhead Pass • Hit-N-Run • Net Zone 3v3 • Keep ‘em Movin’ • Passing Lane • Forearm pass Shuffle Off • Two-Side Tag | <ul style="list-style-type: none"> • Teacher Observation Conferencing • Product/Performance Peer Observation • Self-Analysis • Student-led Peer Portfolio Oral and/or Cognitive Quizzes <p>Resources</p> <ul style="list-style-type: none"> • www.pelinks4u.org • www.classroomteacher/integratedlessonideas.com • www.linelinks.com |
|--|--|--|---|--|

Academic Vocabulary: Balance, Ball, Beach, Beat, Beaten, Bending, Bettering the ball, Bounce, Bump, Cues, Point, thumbs-up

UNIT 10: FITNESS CONCEPTS

| | |
|--|---|
| <p>Unit Objectives/Enduring Understandings</p> <p>Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness. The intent of this standard is the development of students’ knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle.</p> <p>Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.</p> <ul style="list-style-type: none"> • There are many different ways to move. | <p>Discussion</p> <ul style="list-style-type: none"> • Safety and comfort during activity. • Wellness the concept of fitness <p>Purpose of Activities</p> <ul style="list-style-type: none"> • Achieves and maintains a health enhancing level of physical fitness. • Develops knowledge, skills, and attitudes towards achieving physical fitness. |
|--|---|

UNIT 10: FITNESS CONCEPTS

- I can use different body parts to move objects.
- Movement is fun.
- Participating in an activity is fun.
- I feel good when I exercise.
- Playing with friends makes activities more enjoyable.
- It is important to be nice to everyone

Guiding Questions:

- What can I do to improve my personal best scores on my fitness/skill assessments?
- How does exercise improve my mood?
- Why is it important to consider enjoyment and wellness when choosing activities to use in your personal fitness plan?
- How do I keep my level of fitness the same or better over the summer months?
- Why is it important to be physically fit and how can I stay fit?

- Will be physically active because of the enjoyment accomplished by participating.
- Participate in physical activity intermittently for a short period of time and accumulate a relatively high volume of total activity while having fun doing so.

Connections

- English Language Arts Standards: Speaking and Listening - ABC Order, Fact, Fiction, or Fairy Tale, Sentence Structure, Journaling, Vocabulary
- Social Studies - laws, rules, cooperation/conflict, cooperation/conflict, community
- Science - movement, space, speed, gravity, friction, energy, force, muscles, skeletal system
- Math - speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

Technology Implementation: pedometers and heart rate monitors

I Can Statements

- I can apply movement concepts of balance, effort, force, and speed to move safely in personal (self) and general (shared) space.
- I can look for ways to stay moving and active when I am at home or away from school.

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
|---|--|---|
| <p>1.0 Engage in sustained physical activity that causes an increased heart rate</p> <p>Participate fully in activities related to cardiovascular fitness and muscular endurance</p> <p>Identify physiological changes to the body that take place due to moderate to vigorous physical activity.</p> <p>Exhibit respect to everyone and everything</p> <p>4.B Recognize the physiological indicators that accompany moderate to vigorous physical activity</p> | <ul style="list-style-type: none"> • Surfing Warm-Up • Running Through the Forest • “Make Time for Fitness” course • Clap and Move • Magic Tag • The 12 Days of Fitness • PACER • Fitness Graham • Sports Galore • Jump Start Your Heart | <p>Resources</p> <ul style="list-style-type: none"> • http://www.scsk12.org • http://www.hpelw.weebly.com • http://www.tennesseestandards.com • www.tennesseeassessments.com • www.pecentral.org • www.sparkpe.org • www.scholastic.com (build your own webpage to be placed on school's homepage as a link.) • www.bowlersed.com • www.pelinks4u.org • www.classroomteacher/integratedlessonideas.com |

UNIT 10: FITNESS CONCEPTS

4.C Identify the components of health-related physical fitness
4.D Identify at least one activity associated with each component of health related physical activity

- www.linelinks.com
- www.sportsmedia:PElinks.com
- www.lessonplanz.com
- www.teacher.netlessonplans.com
- www.rainydaylessonplans.com
- www.discoveryeducation.com
- www.teachablemoments.com

Video

- Kids Get Fit
- You've Got to Move

Assessments

- Group Work
- Pre and Post Skill Assessment
- Rubrics
- Teacher Observation
- Conferencing
- Product/Performances
- Self-Analysis
- Student-led Peer Portfolio Oral and/or Cognitive Quizzes
- Peer Observation

Kindergarten Outcomes

Grade 1 Outcomes

Grade 2 Outcomes

- Recognizes that when you move fast, your heart beats faster and you breathe faster.3 (S3.E3.K)
- Actively participates in physical education class. (S3.E2.K)
- Identifies active-play opportunities outside physical education class. (S3.E1.K)

- Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)
- Actively engages in physical education class. (S3.E2.1)
- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)
- Identifies physical activities that contribute to fitness. (S3.E3.2b)

- Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)
- Actively engages in physical education class in response to instruction and practice. (S3.E2.2)
- Uses own body as resistance (e.g., holds body in plank position, animal walks)4 for developing strength. (S3.E3.2a)

UNIT 10: FITNESS CONCEPTS

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

| Cumulative Progress | Content Objectives | | Instructional Actions | |
|--|--|---|-----------------------|---|
| | Concepts | Skills | Activities/Strategies | Assessment |
| <p>3.1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor activities that are child selected and teacher-initiated</p> <p>3.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)</p> <p>3.3. Combine a sequence of several motor skills in an organized way</p> <p>3.4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health</p> <p>4.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)</p> <p>4.2 Developmentally appropriate recognition of the effects of physical activity and exercise</p> <p>4.3 Use words, symbols and other media to express feelings and sensations about physical activity</p> <p>4.4 Collect, describe and record feelings and observations about</p> | <ul style="list-style-type: none"> Recall participation in physical activities both in and outside of school. Explore activities of daily participation inside and outside of school. Describe two favorite physical activities. Distinguish between active and inactive physical activity. Compare and contrast activities of daily participation inside and outside of school. Identify the physiological signs of moderate physical activity. Indicators: Identify changes in the body during physical activity The students will identify the five components of health related fitness. | <p>Fundamental Skills</p> <ul style="list-style-type: none"> Complete sit and reach. Complete pull-ups/flex arm hang Complete mile run. Complete sit-up testing Support body weight for climbing, hanging, and momentarily taking weight on hands Move joints through a full range of motion Engage in sustained daily physical activity which causes an increased heart rate and heavy breathing Use pulse rate to monitor level of activity Describe the components of health-related fitness | | <ul style="list-style-type: none"> Group Work Pre and Post Skill Assessment Rubrics Teacher Observation Conferencing Product/Performance Peer Observation Self-Analysis Student-led Peer Portfolio Oral and/or Cognitive Quizzes |

UNIT 10: FITNESS CONCEPTS

physical activity and its effects on the body and on how one feels during and after exercise, and before, during and after eating

Academic Vocabulary: Fitness, fit, regular daily activities, energy, Flexibility, speed, agility, coordination, health, muscles, nutrition, physical activity, movement, focus, effort, motor skills, fun, well-being, strength, mind, body, spirit ,force, teamwork, communicating, interacting, goals strategic play, responsibility, heart rate, monitor,

UNIT 11: TRACK & FIELD CORE CONCEPTS

Unit Objectives/Enduring Understandings:

Track and field is great sport to measure athletic ability compared to other students in their grade. The different events measure the different types of athletic ability.

Guiding Questions

What are the different events in track? How can you improve your score?

Discussion

Purpose of Activities Connections

- English Language Arts Standards: Speaking and Li`stening
- Mathematics: Number and Quantity

CCSS K.CC.1 Count to 100 by ones and by tens.

CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20

CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

- Science
- Social Studies

UNIT 11: TRACK & FIELD CORE CONCEPTS

Technology Implementation/Heart monitors, video camera

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
|--|---|--|
| <p>1.0 Engage in sustained physical activity that causes an increased heart rate</p> <p>Participate fully in activities related to cardiovascular fitness and muscular endurance</p> <ul style="list-style-type: none"> • Students will learn the different events in track • Students will see how they measure up to other students • Students will see how well their cardiovascular endurance is | <ul style="list-style-type: none"> • Dynamic Warm Ups • Form running • High knees • Bootie Kicks • High Knee Skips • Basketball Slides • Carioca • 50% Sprints • 100% Sprints • Legs and feet | <p>Resources</p> <ul style="list-style-type: none"> • http://www.shapeamerica.org/publications/resources/teachingtools/quality/upload/Hershey-s-lesson-plans.pdf • http://www.tennesseestandards.com • www.tennesseeassessments.com • www.pecentral.org • www.sparkpe.org • www.pelinks4u.org • www.classroomteacher/integratedlessonideas.com • www.linelinks.com • www.sportsmedia:PElinks.com • www.lessonplanz.com • www.teacher.netlessonplans.com • www.rainydaylessonplans.com • Springy Feet • http://www.nyrr.org/youth-and-schools/running-start/pe-lesson-plans/elementary-school/legs-feet • http://www.nyrr.org/youth-and-schools/running-start/pe-lesson-plans <p>Video</p> <ul style="list-style-type: none"> • Kids Get Fit • You've Got to Move <p>Assessments</p> <ul style="list-style-type: none"> • Group Work • Pre and Post Skill Assessment • Rubrics • Teacher Observation • Conferencing |

UNIT 11: TRACK & FIELD CORE CONCEPTS

| | | <ul style="list-style-type: none"> • Product/Performances • Self-Analysis • Student-led Peer Portfolio Oral and/or Cognitive Quizzes • Peer Observation |
|--|--|---|
| Kindergarten Outcomes | Grade 1 Outcomes | Grade 2 Outcomes |
| <ul style="list-style-type: none"> • Recognizes that when you move fast, your heart beats faster and you breathe faster.3 (S3.E3.K) • Actively participates in physical education class. (S3.E2.K) • Identifies active-play opportunities outside physical education class. (S3.E1.K) | <ul style="list-style-type: none"> • Discusses the benefits of being active and exercising and/or playing. (S3.E1.1) • Actively engages in physical education class. (S3.E2.1) • Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1) • Identifies physical activities that contribute to fitness. (S3.E3.2b) | <ul style="list-style-type: none"> • Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2) • Actively engages in physical education class in response to instruction and practice. (S3.E2.2) • Uses own body as resistance (e.g., holds body in plank position, animal walks)4 for developing strength. (S3.E3.2a) • 9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) • 12.1-Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking, and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively). |

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

| Cumulative Progress | Content Objectives | | Instructional Actions | |
|--|--|--|--|--|
| | Concepts | Skills | Activities/Strategies | Assessment |
| 3.1. Engage in physical activities when presented with opportunities and with teacher encouragement. | <ul style="list-style-type: none"> • Understand that appropriately preparing their muscles to run will prevent injury and help them | <p>Fundamental Skills</p> <ul style="list-style-type: none"> • Demonstrate the critical elements of a standing start – | <ul style="list-style-type: none"> • Ready, Set, Go! • Throw, Throw, Throw • My Turn, Your Turn | <ul style="list-style-type: none"> • Group Work • Pre and Post Skill Assessment • Rubrics |

UNIT 11: TRACK & FIELD CORE CONCEPTS

| | | | | |
|---|---|--|--|---|
| <p>Engage in a wide variety of gross-motor activities that are child selected and teacher-initiated</p> <p>3.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)</p> <p>3.3. Combine a sequence of several motor skills in an organized way</p> <p>3.4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health</p> <p>4.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)</p> <p>4.2 Developmentally appropriate recognition of the effects of physical activity and exercise</p> | <p>run faster.</p> <ul style="list-style-type: none"> Understand and demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down. <p>Activity Purpose It is important to track student progression at such a young age. Fitness testing data must be tracked in the beginning of the year and at the end of the year. This will act as a formative assessment for the teacher to see what they must continue to work on.</p> | <p>equal weight distribution, forward lean, eyes down.</p> <ul style="list-style-type: none"> Demonstrate the critical elements of a sprint – tall body position, proper head position, eyes level, elbows bent to 90 degrees, and knees bent to 90 degrees when the leg is at its highest position Demonstrate the critical elements of the softball throw – begin in the power position (opposite side toward target), step with the opposite foot, finish with the tummy facing the target, and follow-through with the arm down and across the body Demonstrate the critical elements of a relay event – run like sprinting, give the incoming runner a target, outgoing runner switches baton to the other hand, incoming runner pushes the baton into the outgoing runner’s hand. | <ul style="list-style-type: none"> Well Rounded II Springy feet The Tight Rope Foot Fire | <ul style="list-style-type: none"> Teacher Observation Conferencing Product/Performance Peer Observation Self-Analysis Student-led Peer Portfolio Oral and/or Cognitive Quizzes |
|---|---|--|--|---|

Academic Vocabulary: start, relay, baton , breathing, opposite, target, equal weight, runner, muscles, injury, follow-through, forward, lean, highest-point, across, position, tallest body, eye level, elbows, chest, knees, 90-degrees, height, outgoing

UNIT 12: FIELD DAY

Activities will vary per school.

| PreK-2 SPIs | Suggested Activities | Resources/Connections/Assessments |
|--|--|--|
| <ul style="list-style-type: none"> • Apply previously taught skills in various activities • Bowling, skating, parachute, fitness, indoor/outdoor actives, scooter activities, STEM, Frisbee, • Speed Stacks, Balance Beam/BeanBag Walk, Croquet Golf. Bowling Bash, Diving for Eggs, • Egg Toss, Frisbee Pancake Flip, Hula Hoop Frisbee Throw, Froggy Finds a Pad, Hula Hoop Marathon, • Miniature Golf, Rope Jumping Race | <ul style="list-style-type: none"> • Apply previously taught skills in various activities • Bowling, skating, parachute, fitness, indoor/outdoor actives, scooter activities, STEM, Frisbee, • Speed Stacks, Balance Beam/BeanBag Walk, Croquet Golf. Bowling Bash, Diving for Eggs, • Egg Toss, Frisbee Pancake Flip, Hula Hoop Frisbee Throw, Froggy Finds a Pad, Hula Hoop Marathon, • Miniature Golf, Rope Jumping Race | <ul style="list-style-type: none"> • Juggling Scarf Exploration 1: • Juggling Scarf Exploration 2: • Bean Bag Exploration 1: • Bean Bag Exploration 2: • Ball Skills 1: • Ball Skills 2: • Hula Hoop 1: • Hula Hoop 2: • Station Day: |
| <p>Kindergarten Outcomes</p> | <p>Grade 1 Outcomes</p> | <p>Grade 2 Outcomes</p> |

UNIT 12: FIELD DAY

Participate in task specific activities while following the rules and procedures

Participate in task specific activities while following the rules and procedures

Participate in task specific activities while following the rules and procedures

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

| Cumulative Progress | Content Objectives | | Instructional Actions | |
|---|--|--|-----------------------|---|
| | Concepts | Skills | Activities/Strategies | Assessment |
| <p>Explain why good sportsmanship is important and demonstrate positive behaviors during participation.</p> <p>Follow basic activity and safety rules and explain why they are important.</p> <p>Explain that practice and being healthy contribute to safe and improved performance.</p> <p>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</p> <p>2.5.4.D.2. Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p> | <p>Proper Mechanics of Kicking Skills</p> <ul style="list-style-type: none"> • Eye-Foot Coordination • Visual Tracking Balance • Eye-Foot Coordination <p>Introduction The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end result will be the discovery of the proper mechanics of ball skills, the development of hand eye- coordination, visual tracking, and balance.</p> <p>Safety</p> <ul style="list-style-type: none"> • Make sure all balls are properly inflated • Never stand on any type of ball • Never throw or kick a ball at another student | <p>Fundamental Skills</p> <ul style="list-style-type: none"> • Balancing • Punching • Bouncing • Pushing • Catching • Spinning • Kicking • Passing • Jumping, skipping, sliding, hopping, galloping • Throw | | <ul style="list-style-type: none"> • Teacher Observation Group Work • Student –led activities |

Academic Vocabulary:

Cross-Content Connections:

English: communication, following directions, listening skills

Health: body systems, first aid, problem solving, decision-making, peer pressure, wellness, health, fitness, nutrition, drugs and alcohol, mental, emotional, social and family health, disease prevention, community, consumer and environmental health issues

Social Studies: laws, rules, cooperation/conflict, cooperation/conflict, community

Dance: alignment, axial movement, elevation, body propulsion, initiation, rhythmic acuity

Science: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system

Math: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

Music: beats, rhythms, syncopation, timing

Character Education: cooperation, self esteem, values, personal accountability, personal responsibility, respect, conflict resolution

Related KidsHealth Links

Articles for Kids:

How to Be a Good Sport KidsHealth.org/kid/feeling/emotion/good_sport.html

Taking the Pressure Off Sports Competition KidsHealth.org/kid/stay_healthy/fit/pressure.html

Cheating KidsHealth.org/kid/feeling/school/cheating.html

- Taking Charge of Anger** KidsHealth.org/kid/feeling/emotion/anger.html
- Train Your Temper** KidsHealth.org/kid/feeling/emotion/temper.html
- Talking About Your Feelings** KidsHealth.org/kid/feeling/thought/talk_feelings.html
- Be a Fit Kid** KidsHealth.org/kid/stay_healthy/fit/fit_kid.html
- It's Time to Play** KidsHealth.org/kid/stay_healthy/fit/what_time.html
- Why Exercise Is Cool** KidsHealth.org/kid/exercise/fit/work_it_out.html
- What If I Don't Like Sports?** KidsHealth.org/kid/stay_healthy/fit/no_sports.html
- Playgrounds** KidsHealth.org/kid/stay_healthy/fit/playground.html

RESOURCES

Books

- Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment, Christine J. Hopple, Human Kinetics Publishers, Inc., 1995. (TFOinEPE)
- Interdisciplinary Elementary Physical Education, Theresa Purcell Cone, Peter Werner, Stephen L. Cone, 2nd edition, Human Kinetics Publishers, Inc., 2009 (IEPE)
- Character Education, Don R. glover, MA, Leigh Ann Anderson, MA, Human Kinetics Publishers, Inc., 2003. (CE)
- Station Games, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. (SG)
- Fitness Fun 85 Games and Activities for Children, Emily r. foster, Karyn Hartinger, Katherine A. Smith, Human Kinetics Publishers Inc., 1992. (FFIT)
- Multicultural Games, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG)
- Games for the Whole Child – Social, Emotional, Cognitive, Physical, Brian Barrett, Human Kinetics Publishers, Inc., 2005. (GWC)
- Great Games for Young People, Marilee A. Gustafson, sue K. Wolfe, Cheryl L. King, Human Kinetics Publishers, Inc., 1991. (GGYP)
- Essentials of Team Building – Principles and Practices, Daniel W. Midura, Donald R. Glover, Human Kinetics Publishers Inc., 2005. (ETB)
- Children Moving: A Reflective Approach to Teaching Physical Education, George Graham, Shirley Holt-Hale, and Melissa Parker, 5th edition, Mayfield Publishing, 1998. (CM)
- Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment, Christine J. Hopple, Human Kinetics Publishers, Inc., 1995. (TFOinEPE)
- Interdisciplinary Elementary Physical Education, Theresa Purcell Cone, Peter Werner, Stephen L. Cone, 2nd edition, Human Kinetics Publishers, Inc., 2009 (IEPE)
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Fitness Fun 85 Games and Activities for Children, Emily r. foster, Karyn Hartinger, Katherine A. Smith, Human Kinetics Publishers Inc., 1992. (*FFIT*)

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Essentials of Team Building – Principles and Practices, Daniel W. Midura, Donald R. Glover, Human Kinetics Publishers Inc., 2005. (*ETB*)

No Standing Around in My Gym – Lesson Plans, Games, and Teaching Tips for Elementary Physical Education, J.D. Hughes, Human Kinetics Publishers Inc., 2003. (*NSAMG*)

P.E. Teacher's Skill by Skill Activities Program – SUCCESS ORIENTED Sports Experiences for Grades, L.F. "Bud" Turner, Susan Lilliman Turner, Parker Publishing Co. Inc., 1989. (*Skill by Skill*)

Active Bodies, Active Brains – Building Thinking Skills Through Physical Activities, Mary Ellen Clancy, Human Kinetics Publishers Inc., 2006. (*AB*)

Physical Education Assessment Toolkit, Liz Giles-Brown, Human Kinetics Publishers Inc., 2006. (*PEAT*)

PE Stations Survival Guide – For Planning Best Activity Stations Ever, Connie M. Crawford, Great American Publishing Co., 2007. (*FDSG*)

National Association for Sport and Physical Education. (2004). Moving Into the Future: National Standards for Physical Education (2nd edition), Reston, VA: Author. (*M into F*)

National Association for Sport and Physical Education. Standards-Based Assessment of Student Learning, a comprehensive approach (Second edition), Leslie T. Lambert, Ph.D. Reston, VA. 2007. (*M into F*)

National Association for Sport and Physical Education. (2008). PE-METRICS: Assessing the National Standards, Standard 1: Elementary. Reston, VA: Author. (*Metrics*)

National Association for Sport and Physical Education. (2009). PIPEline Instructional Practices: K-12 Physical Education. Reston, VA: Author. (*PIPEline Workshop*)

Resources Available Throughout the District:

- <http://www.scsk12.org>
- <http://www.hpelw.weebly.com>
- <http://www.tennesseestandards.com>
- www.tennesseeassessments.com
- www.pcentral.org
- www.sparkpe.org
- www.scholastic.com (build your own webpage to be placed on school's homepage as a link.)
- www.bowlersed.com
- www.mypyramid.gov
- www.cdc.gov
- www.pelinks4u.org
- www.classroomteacher/integratedlessonideas.com
- www.linelinks.com
- www.sportsmedia:PElinks.com
- www.lessonplanz.com
- www.teacher.netlessonplans.com
- www.rainydaylessonplans.com
- www.discoveryeducation.com

Helpful Websites:

- peuniverse.com
- pecentral.com
- afterschoolpa.com
- shapeupamerica.org
- ncepe4me.com
- braingym.org
- sparkpe.org
- sikids.com
- thepresidentschallenge.org
- physedgames.com
- brainpop.com
- bcbst.com
- http://www.nova.edu/projectrise/pacer_manual_42309_jk.pdf(PACER Information)
- gonoodle.com
- American Heart Association (Jump Rope & Hoops for Heart)
- http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp

Music:

- Square Dance CD Mav 1050
- International Folk Dance Mixer
- Folk Dance for Beginner's
- Alligator Purse
- J.U.M.P.
- All Time Favorite Dances
- Chinese Ribbon Dance
- Streamer and Ribbon Activities
- Red Hot Peppers
- Dances Around the World
- We All Live Together
- Folk Dance Fun
- Perceptual Motor Rhythm Games
- Everybody Dance
- Station to Station
- Lively Lummi Stick Music

| RESOURCES | | |
|---|---|--|
| <p>www.teachablemoments.com</p> <p><u>Professional Organizations:</u> www.shapeamerica.org/ (Society of Health and Physical Educators) www.tahperd.us (TN Association for Health, Physical Education, Recreation, & Dance)</p> <p><u>National PE Standards & Performance Outcomes:</u> www.shapeamerica.org/standards/pe/index.cfm</p> <p><u>TN State PE Standards:</u> 2nd - http://www.tn.gov/education/schoolhealth/physed/doc/k-2PEandWellnessStandards2009.pdf 3-5PEandWellnessStandards2009.pdf</p> | <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> • CMCSS Physical Education In-Services (check PLAN for current listing) • TAHPERD Annual Physical Education Conference (Fall of each year) | <p>DVD's or Videos:</p> <ul style="list-style-type: none"> • Yoga for Kids • Discover Me • 20 Critical Thinking and Problem Solving Activities • Jumping with Jump Bands • In-School Bowling Instructional Video • Ready, Set, Jump (AHA) • Born to Move • Kids Get Fit • You've Got to Move • Christy Lane's Latin Dancing • Geomotion • Sportstacking • Totally Healthy You |

Physical Education Domains

Psychomotor Domain

1. Place a variety of body parts into low, medium, and high levels.
2. Jump and land using a combination of one and two foot takeoffs and landings.
3. Roll smoothly in a forward and backward direction without stopping or hesitating.
4. Transfer weight from feet to hands, at various speeds using large extensions.
5. Designs gymnastics sequences that combine traveling, rolling, balancing, jumping, with flowing sequences that change in direction, speed, and flow.
6. Move each joint through a full range of motion.
7. Support, lift, and control body weight in a variety of activities.
8. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardio respiratory functioning

Cognitive Domain

1. Children learn the movement concepts and principles that underlie the movement.
2. State guidelines and behaviors for the safe use of equipment and apparatus.
3. Identify ways movement concepts can be used to refine motor skills.
4. Analyze potential risks associated with physical activities.

5. Detect, analyze, and correct errors in personal movement patterns.

Affective/Social Domain

Accept the feelings that result from challenges, successes, and failures in physical activity.

1. Develops self-concept
2. Participates with and shows respect for persons of similar and different skill levels.
3. Develops cooperation skills
4. Provides opportunities for enjoyment as children climb, swing, hang, roll, jump, or twirl.